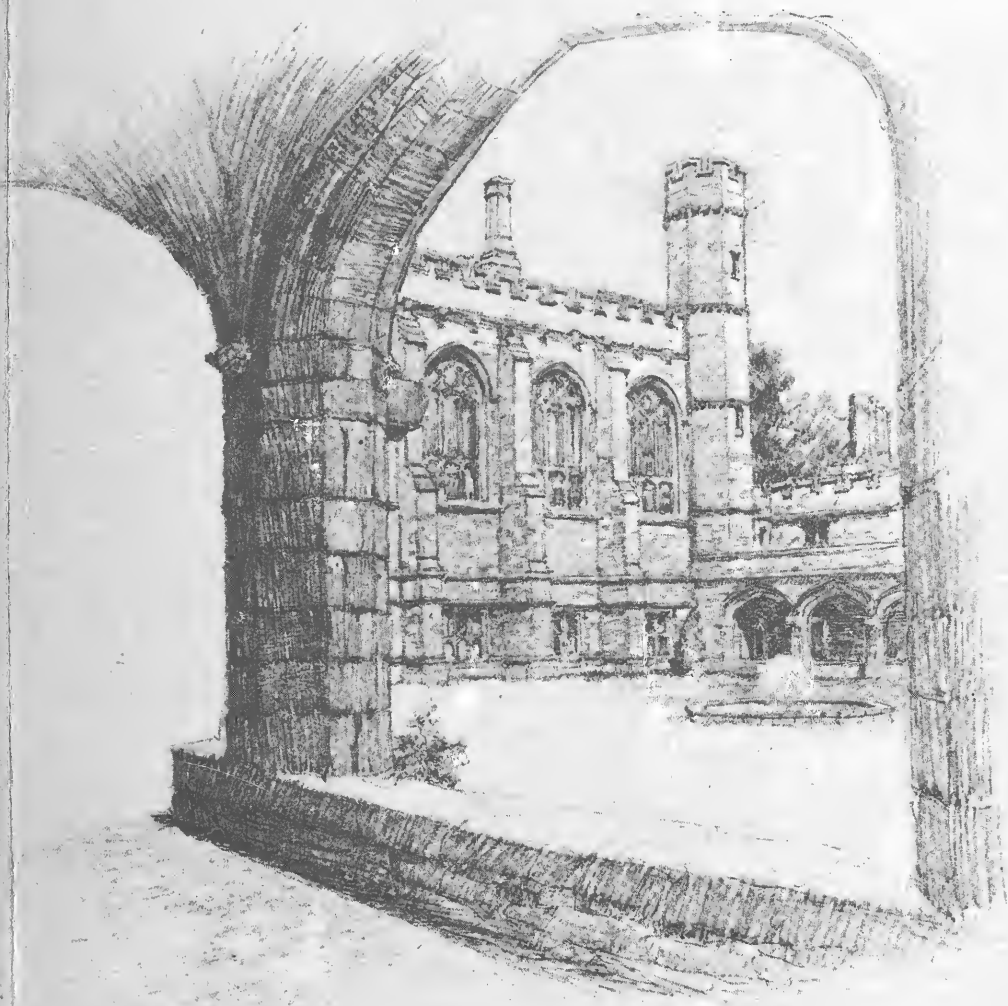


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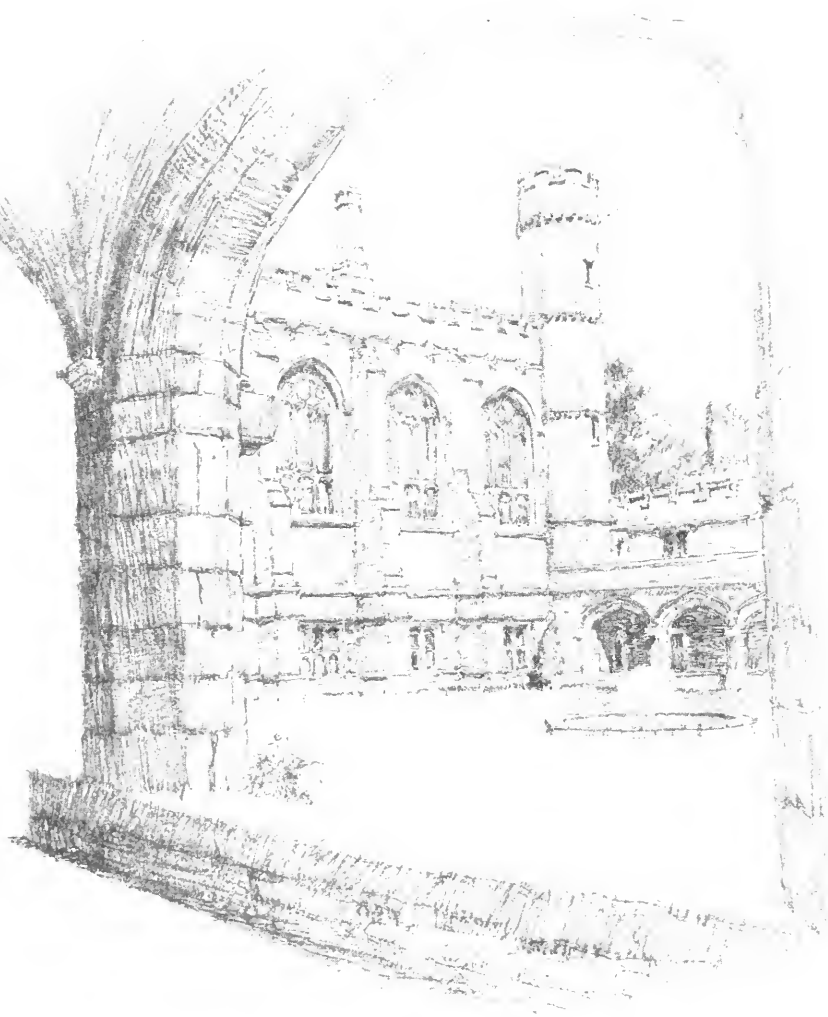


**THE UNDERGRADUATE COLLEGE
CATALOG AND CALENDAR 2000-2001**

BRYN MAWR

THE UNDERGRADUATE COLLEGE
CATALOG AND CALENDAR
2000-2001

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Correspondence

Bryn Mawr College
101 N. Merion Avenue, Bryn Mawr, PA 19010-2899
Telephone (610) 526-5000
<http://www.brynmawr.edu>

Correspondence about the following subjects should be addressed to:

The Dean of the Undergraduate College

Academic work, personal welfare and health of the students

The Director of Admissions

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Admission and graduate scholarships

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The Director of Financial Aid

Financial aid and student employment

The Alumnae Association

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ACADEMIC SCHEDULE 2000-2001

2000	First Semester
September 4	Classes begin
October 13	Fall vacation begins after last class
October 23	Fall vacation ends at 8 a.m.
November 22	Thanksgiving vacation begins after last class
November 27	Thanksgiving vacation ends at 8 a.m.
December 15	Last day of classes
December 16-17	Review period
December 18-23	Examination period

2001	Second Semester
January 22	Classes begin
March 9	Spring vacation begins after last class
March 19	Spring vacation ends at 8 a.m.
May 4	Last day of classes
May 5-6	Review period
May 7-18	Examination period
May 20	Commencement

ACADEMIC SCHEDULE 2001-2002

2001	First Semester
September 3	Classes begin
October 12	Fall vacation begins after last class
October 22	Fall vacation ends at 8 a.m.
November 21	Thanksgiving vacation begins after last class
November 26	Thanksgiving vacation ends at 8 a.m.
December 14	Last day of classes
December 15-16	Review period
December 17-22	Examination period

2002	Second Semester
January 21	Classes begin
March 8	Spring vacation begins after last class
March 18	Spring vacation ends at 8 a.m.
May 3	Last day of classes
May 4-5	Review period
May 6-17	Examination period
May 19	Commencement

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Assistant Professor of Philosophy on the Rosalyn R. Schwartz Lectureship
- Julia H. Littell, Ph.D. (University of Chicago),
Assistant Professor of Social Work and Social Research
- William P. Malachowski, Ph.D. (University of Michigan),
Assistant Professor of Chemistry
- Elizabeth F. McCormack, Ph.D. (Yale University),
Assistant Professor of Physics on the Rosalyn R. Schwartz Lectureship
- Imke Meyer, Ph.D. (University of Washington),
Assistant Professor of German
- Kalala Ngalamulume, Ph.D. (Michigan State University),
Assistant Professor of African Studies and History
- Michael W. Noel, Ph.D. (University of Rochester),
Assistant Professor of Physics
- Michael Powell, Ph.D. (Yale University),
Assistant Professor of History

Bryn Mawr College

- Juana Maria Rodriguez, Ph.D. (University of California at Berkeley),
Assistant Professor of English
- Lisa Saltzman, Ph.D. (Harvard University),
Assistant Professor of History of Art
- Marc Schulz, Ph.D. (University of California at Berkeley),
Assistant Professor of Psychology
- Janet R. Shapiro, Ph.D. (University of Michigan at Ann Arbor),
Assistant Professor of Social Work and Social Research
- Anjali Thapar, Ph.D. (Case Western Reserve University),
Assistant Professor of Psychology
- Edward A. Wovchko, Ph.D. (University of Pittsburgh),
Assistant Professor of Chemistry

OTHER FACULTY ON CONTINUING APPOINTMENT

- Donald C. Barber, M.S. (University of Maine),
Lecturer in Geology
- Juan R. Burciaga, Ph.D. (Texas A&M University),
Lecturer and Laboratory Coordinator in Physics
- Madeline Cantor, M.F.A. (University of Michigan),
Associate Lecturer in the Arts
- Linda Caruso-Haviland, Ed.D. (Temple University),
Director of Dance and Senior Lecturer in the Arts
- Jody Cohen, Ph.D. (University of Pennsylvania),
Lecturer in Teacher Education and College Seminar Program
- Mary Louise Cookson, M.A. (Villanova University),
Senior Program Coordinator and Instructor of Mathematics
- Roseline Cousin, Ph.D. (Bryn Mawr College),
Senior Lecturer in French
- Anne F. Dalke, Ph.D. (University of Pennsylvania),
Senior Lecturer in English
- Erin Diehm, Ph.D. (Ohio State University),
Lecturer in Russian
- Janet Doner, Ph.D. (University of Pennsylvania),
Senior Lecturer in French
- Stephen L. Gardiner, Ph.D. (University of North Carolina),
Senior Laboratory Lecturer in Biology
- Raquel A. Green, Ph.D. (Bryn Mawr College),
Senior Lecturer in Spanish
- Hiroshi Iwasaki, M.F.A. (Boston University),
Senior Lecturer and Designer/Technical Director of Theater
- Jonathan Kahana, M.A. (University of Minnesota),
Lecturer in English
- Peter G. Kasius, M.A. (Princeton University),
Instructor in Mathematics

Faculty

- Karl Kirchwey, M.A. (Columbia University),
Director of Creative Writing and Senior Lecturer in the Arts
- Mark Lord, M.F.A. (Yale University),
*Director of Theater and
Senior Lecturer in the Arts on the Teresa Helburn Lectureship*
- Krynn DeArman Lukacs, Ph.D. (University of North Carolina),
Senior Laboratory Lecturer in Chemistry
- Janet M. Monge, Ph.D. (University of Pennsylvania),
Senior Lecturer in Anthropology
- Mary Ellen Nerz-Stormes, Ph.D. (University of Pennsylvania),
Senior Laboratory Lecturer in Chemistry
- Paul Neuman, Ph.D. (Temple University),
Laboratory Coordinator in Psychology
- David Rabeeya, Ph.D. (Dropsie College),
Lecturer in Judaic Studies
- Scott Redenius, M.A. (Yale University),
Lecturer in Economics
- Emma Varley, M.F.A. (Temple University),
Lecturer in the Arts
- Daniela Holt Voith, M.Arch. (Yale University),
Senior Lecturer in the Growth and Structure of Cities Program

OFFICE OF THE UNDERGRADUATE DEAN

- Karen Tidmarsh, Ph.D. (University of Virginia),
Dean of the Undergraduate College and Associate Professor of English
- Judith Weinstein Balthazar, Ph.D. (University of Pennsylvania),
Associate Dean
- Erika Rossman Behrend, Ph.D. (University of Pennsylvania),
Associate Dean and Lecturer in Psychology
- Li-Chen Chin, Ph.D. (University of Oregon),
Assistant Dean and Director of International Programs
- Jodi Bergman Domskey, M.Ed. (Bowling Green State University),
*Assistant Dean, Director of the Postbaccalaureate Premedical Program, and
Director of Health Professions Advising*
- Charles Heyduk, Ph.D. (Bryn Mawr College),
Associate Dean
- Lois Méndez-Catlin, Ed.D. (Columbia University),
Assistant Dean
- Jan Newberry, Ph.D. (University of Arizona),
*Assistant Dean and
Coordinator for Undergraduate Internships and Research Activities*
- Jennifer Nichols, M.S.S. (Bryn Mawr College),
Director of Community Service
- Rona Pietrzak, J.D. (University of Pittsburgh),
Assistant Dean and Director of the McBride Scholars Program
- Angela Sheets, M.S. (Miami University of Ohio),
Director of Residential Life

ADMINISTRATIVE OFFICERS

- Sally Abruzzi, B.A. (Bryn Mawr College),
Administrative Assistant to the President
- Nell Booth, M.A. (University of Pennsylvania),
Executive Assistant to the President
- Joseph A. Bucci, Ed.D. (Widener University),
Director of Human Resources
- Deborah Cascarino, A.A.S. (Delaware County Community College),
Bookshop Manager
- Nancy E. Collins, A.B. (Bowdoin College),
Director of Public Relations
- Eleanor Funk, Ph.D. (University of Texas),
Ombudsperson
- E. Jane Hedley, Ph.D. (Bryn Mawr College),
Associate Provost for Special Academic Programs and
K. Laurence Stapleton Professor of English
- Marilyn Motto Henkelman, M.Ed. (Erikson Institute for Early Education),
Director of the Phebe Anna Thorne School
- Jamie Hightower, B.S. (Lincoln University),
Director of Financial Aid
- John Maloney,
Director of Public Safety
- Julie E. Painter, A.B. (Bryn Mawr College),
Registrar
- R. Cameron Schauf, B.A. (Duke University),
Director of Auxiliary Services
- Glenn R. Smith, M.E. (Rensselaer Polytechnic Institute), M.S. (National War College),
Director of Facilities Services
- Nona C. Smith, Ph.D. (Temple University),
Director of Faculty Grants
- Suzanne Spain, Ph.D. (New York University),
Associate Provost and Lecturer in History of Art
- Elysa Weiss, M.B.A. (Drexel University),
Director of Core Computing
- Maria Colella Wiemken, M.A. (Bryn Mawr College),
Comptroller and Associate Treasurer
- Lisa L. Zernicke, B.B.A. (University of Wisconsin at Milwaukee),
Director of Conferences and Events

ATHLETICS AND PHYSICAL EDUCATION

- Amy Campbell, M.Ed. (Boston University),
Director of Athletics and Physical Education and Senior Lecturer
- Linda Caruso-Haviland, Ed.D. (Temple University),
Director of Dance and Senior Lecturer in the Arts

Administration

Ray Tharan, B.S. (Temple University),

Assistant Director of Athletics for Facilities and Events, Director of the Fitness Center, and Instructor in Physical Education

James Buckley, B.S. (Villanova University),

Lecturer in Physical Education and Basketball Coach

Kathleen Miller, B.A. (Temple University),

Lecturer in Physical Education, Senior Women's Administrator, and Soccer Coach

Jenn Riddell, B.A. (Lock Haven University),

Lecturer in Physical Education and Head Athletic Trainer

Natalie Butler, B.A. (University of Michigan),

Instructor in Physical Education and Tennis Coach

Nicole Smith, M.A.L.S. (Wesleyan University),

Instructor in Physical Educations and Field Hockey and Lacrosse Coach

Daniel Talbot, B.A. (Haverford College),

Instructor in Physical Education and Cross Country, Indoor and Outdoor Track Coach

CAREER DEVELOPMENT OFFICE

Liza Jane Bernard, M.Ed. (College of William and Mary),

Director

Geoffrey C. Falen, M.A. (University of Pennsylvania),

Associate Director

Debbie M. Becker, M.A. (Wake Forest University),

Alumnae Career Counselor

Jennifer R. Barr, M.Ed. (Temple University),

Career Counselor and Resources Specialist

Sharon M. Hansen, M.Ed. (Alfred University),

Recruiting Coordinator

DIGITAL MEDIA AND VISUAL RESOURCE CENTER

Jeffrey A. Cohen, Ph.D. (University of Pennsylvania),

Director

Joan E. Beaudoin, M.A. (Temple University),

Associate Director

Nancy Halli, M.S. (Drexel University),

Slide Cataloger

Travis Lee Clark, M.A. (Temple University),

Imaging Specialist and Circulation Manager

Del Ramers, M.F.A. (Tyler School of Art, Temple University),

Photographic Services Coordinator and Office Manager

David J. Sullivan, B.S. (University of Pittsburgh),

Photographer

HEALTH SERVICES

- Kay Kerr, M.D. (Medical College of Pennsylvania),
Medical Director
- Eileen F. Bazelon, M.D. (University of Pennsylvania),
Consulting Psychiatrist
- Jean-Marie P. Barch, Ph.D. (Bryn Mawr College),
Counselor
- Katherine W. Donner, M.S.W. (Temple University),
Counselor
- Sally C. Heimann, C.N.M. (University of Pennsylvania),
Nurse Practitioner
- Deirdre H. Laveran, M.S.S. (Bryn Mawr College),
Counselor and Administrator of Counseling Services
- Jacqueline Morrill, C.N.M. (University of Pennsylvania),
Nurse Practitioner
- Jacquelyn M. Ramsey, R.N. (University of Maryland),
Director of Nursing
- Cynthia Rutherford, M.S.S. (Bryn Mawr College),
Counselor

LIBRARIES

- Elliott Shore, Ph.D. (Bryn Mawr College),
The Constance A. Jones Director of Libraries and Professor of History
- Linda Bills, M.S.L.I.S. (Case Western Reserve University), M.A. (University of Hawaii),
Tri-College Systems Librarian
- Jeremy Blatchley, M.S.L.S. (Drexel University),
Head, Serials Division
- Carol W. Campbell, M.A. (University of Pennsylvania),
The Constance and Adelaide Jones Curator and Registrar of the College's Collections
- Berry M. Chamness, M.S. (Drexel University),
Head, Cataloging Division
- W. Mark Colvson, M.S. (Drexel University),
Electronic Information Resources Coordinator and Reference Librarian
- John Dooley, M.L.S. (McGill University),
Bibliographer
- Terri Freedman, M.L.S. (University of Toronto),
Science Librarian, The Lois and Reginald Collier Science Library
- Florence D. Goff, M.A., M.S. (Villanova University),
Assistant Director for Public Services
- Barbara Grubb, M.A. (Case Western University),
Visual Collections Specialist
- Krista D. Ivy, M.L.S. (University of Buffalo), M.A. (Binghamton University),
Reference Librarian

Administration

Esmeralda Kale, M.L.I.S. (University College London),

Assistant to Tri-College Coordinator

Eileen Markson, M.A. (New York University), M.L.S. (Queens College of the City University of New York),

Head, Rhys Carpenter Library for Art, Archaeology and Cities

Jane A. McGarry, M.A. (Villanova University), M.S. in L.S. (Drexel University),
Head, Acquisitions Division

Jean G. Miller, M.S. (Drexel University),

Assistant to the Director

Christee Pascale, M.L.S. (University of Pittsburgh),

Cataloging Librarian

Andrew M. Patterson, M.L.S. (University of Wisconsin),

Reference Librarian

Kimberly A. Pelkey, M.S. (Drexel University),

Rare Book Cataloger

Eric Pumroy, A.M. (University of Chicago),

Head of Special Collections

Judith E. Regueiro, M.A. (Bryn Mawr College), M.S. (Drexel University),

Reference Librarian

John Shank, M.S. (Drexel University),

Technology Specialist

Scott H. Silverman, M.A. (Bryn Mawr College), M.S. (Drexel University),

Head, Technical Services and Budget Officer

Willman Spawn (University of Pennsylvania),

Honorary Curator of Bookbinding

Miriam B. Spectre, M.A. (University of Connecticut), M.S. (Drexel University),

Special Collections Librarian

Lorett Treese, M.A. (Villanova University),

The Frances T. Bourne Archivist for the College

Arleen A. Zimmerle, M.S. (University of Illinois),

Reference Librarian/Media Studies

OFFICE FOR INSTITUTIONAL DIVERSITY

Zoila Airall, Ph.D. (University of Pennsylvania),

Director

Cynthia Chalker, M.S.S., M.L.S.P. (Bryn Mawr College),

Assistant Director

INTRODUCTION

Bryn Mawr is a liberal arts college in both the modern and traditional senses. Its curriculum is modern in offering a full range of subjects in the arts, sciences and social sciences, but the College is also traditional in its commitment to the original sense of the phrase “liberal arts.” Then, as now, these were the studies of the free person — “free” not only to undertake such a broad education without the necessity to specialize, but also free to question or advocate any idea without fear of reprisal. While both of these freedoms come from without, Bryn Mawr believes that such an education ultimately creates an even greater freedom within the individual. This is the freedom that comes from an education that leads one out of the narrowness and prejudices of one’s own experience and toward a fuller awareness of oneself and the world.

Bryn Mawr is convinced that intellectual enrichment and discipline provide a sound foundation for living. It believes in the rights of the individual and regards the college community as a proving ground for the freedom of individuals to think and act as intelligent and responsible members of a democratic society.

THE HISTORY OF BRYN MAWR

Bryn Mawr College was founded in 1885 by Joseph Taylor, a New Jersey physician and member of the Society of Friends, who decided to found a college for the education of young Quaker women. He chose the site and supervised the building of Taylor Hall, but by 1893 his trustees had broadened Taylor’s mission by deciding that Bryn Mawr would be non-denominational — although committed to the belief in freedom of conscience.

When Bryn Mawr opened, it offered the A.B., M.A. and Ph.D. degrees, and was thus the first women’s college in the nation to provide a full range of graduate programs leading to the doctorate for women. Its first graduate degrees were awarded in 1888. Bryn Mawr remains today the only predominantly women’s college with extensive graduate programs. The Graduate School of Arts and Sciences offers coeducational graduate instruction leading to the M.A. and Ph.D. degrees in the following departments or programs: Biochemistry; Biology; Chemistry; Classical and Near Eastern Archaeology; Clinical Developmental and School Psychology; French (M.A. only); Geology; Greek, Latin and Ancient History; History of Art; Mathematics; Neural and Behavioral Sciences; Physics; and Russian. The Graduate School of Social Work and Social Research offers coeducational graduate instruction leading to the Master of Social Service, Master of Law and Social Policy, and the Ph.D. degrees. It is the first university-affiliated program in the nation to offer a doctoral degree in social work.

The first president of Bryn Mawr was James E. Rhoads, another physician and one of the early planners of the College, who served from 1885 to 1894. It was M. Carey Thomas, the first dean and second president, however, who gave Bryn Mawr its special identity as a college determined to prove that women could successfully complete a curriculum as rigorous as any offered to men in the best universities. She served as president from 1894 to 1922. When Thomas was only 13 she wrote in her diary, “How unjust — how narrow-minded — how utterly incomprehensible to deny that women ought to be educated and worse than all to deny that they have equal powers of mind.”

Thomas was succeeded by Marion Edwards Park, a distinguished classicist who served from 1922 to 1942. When she became president the battle for recognition of women’s ability

Introduction

to learn was essentially won, but it fell to Park to provide a system for democratic governance in the wake of her charismatic but autocratic predecessor. It was Park who guided the College through the Depression without loss of standards or integrity.

From 1942 to 1970 Katharine Elizabeth McBride, a noted child psychologist and administrator, presided over the College in a time of great change and tremendous growth. The size of the student body increased from 500 in 1940 to 750 in 1970 and — although Bryn Mawr had never had quotas and had always offered scholarships — after World War II the student body represented greater social, ethnic and economic diversity.

During the presidency of Harris L. Wofford, who served from 1970 to 1978, the College's commitments to academic cooperation with Haverford College and to international education were strengthened, and large numbers of men and foreign students added still greater diversity and interest to campus life. Mary Patterson McPherson, a philosopher and outspoken champion of equal access to education and equal rights for women, led the College from 1978 to 1997, a period of tremendous growth in the number and diversity of students — now more than 1,200 undergraduates, a quarter of whom are women of color. Nancy J. Vickers, Bryn Mawr's seventh president who was inaugurated in 1997, is an acclaimed French and Italian Renaissance scholar and a powerful advocate for liberal education and the education of women.

THE COLLEGE AS COMMUNITY

A Small University

Believing that a small college provides the most favorable opportunity for students to participate in their own education, Bryn Mawr limits the number of undergraduates. While the incoming class of 2004 is the largest in Bryn Mawr's 115-year history, it is still just 380 undergraduate women. Bryn Mawr's comparatively small size allows its students and faculty to work closely together and to know each other well as individuals. With a student-to-faculty ratio of nine-to-one, Bryn Mawr undergraduates enjoy the increasingly rare privilege of a mentor-apprentice model of learning and scholarship.

In addition to being a renowned college for women, Bryn Mawr has two excellent coeducational graduate schools — of the Arts and Sciences, and of Social Work and Social Research. The presence of the graduate schools contributes significantly to the strengths of the undergraduate program and the richness of the undergraduate experience. For example, the graduate schools ensure the high quality of Bryn Mawr's libraries and archives, whose collections achieve a breadth and depth not typical of the average college. They similarly enhance the College's laboratory, computer and digital media capabilities. Qualified undergraduates may enroll in graduate program seminars, participate in advanced research projects in the natural and social sciences, and benefit from the insights and advice of their graduate student colleagues.

Extensive Coeducational Opportunities

While retaining all the benefits of a small residential women's college, Bryn Mawr substantially augments its resources and coeducational opportunities by participation at the undergraduate level with Haverford College, Swarthmore College and the University of Pennsylvania. This cooperative arrangement coordinates the facilities of the four institutions while preserving the individual qualities and autonomy of each. Students may take courses at the other colleges, with credit and without additional fees. Students at Bryn

Mawr and Haverford may also major at either college. Bryn Mawr also has a limited exchange program with Villanova University.

The cooperative relationship between Bryn Mawr and Haverford is particularly close because the colleges are only about a mile apart and, naturally, this relationship extends beyond the classroom. Collections in the two colleges' libraries are cross listed, and the libraries are open to students from either college. Student organizations on the two campuses work closely together in matters concerned with student government and in a whole range of academic, athletic, cultural and social activities. Both Bryn Mawr and Haverford offer bi-college residence halls, so students may choose to live in either coeducational halls or in women-only halls at Bryn Mawr.

Richly Creative Culture

Bryn Mawr itself sponsors a broad cultural program that supplements the curriculum and enriches its community life. Various lectureships bring scholars and other leaders in world affairs to the campus not only for public lectures but also for classes and conferences with the students. The Arts Program at Bryn Mawr supports and coordinates the arts curriculum and a variety of extracurricular activities in creative writing, dance, fine arts, music and theater. A regular schedule of concerts and productions is directed by the arts faculty at Bryn Mawr and Haverford Colleges, together with performances by The Theater Company, Dance Club, and other student-run groups. These activities are complemented and enhanced by an extensive program of readings, exhibitions, performances and workshops given by visiting artists.

Student Independence and Self-Governance

Student organizations have complete responsibility for the many aspects of student activity, and student representatives join members of the faculty and administration in making and carrying out plans for the College community as a whole. Bryn Mawr's Student Self-Government Association, the nation's oldest student self-government organization, provides a framework in which individuals and smaller groups function. The association both legislates and mediates matters of social and personal conduct. Through their Self-Government Association, students share with faculty the responsibility for the Academic Honor System. One of the most active branches of the Self-Government Association is the Student Curriculum Committee, which, with the Faculty Curriculum Committee, originally worked out the College's system of self-scheduled examinations. The joint Student-Faculty Committee meets regularly to discuss curricular issues and to approve new courses and programs. The Self-Government Association also coordinates the activities of many special-interest clubs, open to all students; it serves as the liaison between students and College officers, faculty and alumnae. The Athletic Association also provides opportunities for all kinds of activities, including intramural and varsity contests. Both the Bryn Mawr and Haverford College newspapers welcome the participation of students interested in reporting and editing.

Students participate actively on many of the most important academic and administrative committees of the College, as they do on the Curriculum Committee. Undergraduates elect four rising seniors to serve with members of the faculty on the College Admissions Committee. Along with alumnae and faculty, three students participate in the policy discussions of the Undergraduate Scholarship Committee. Two undergraduates meet with the Board of Trustees, present regular reports to the full board, and work with the board's committees. Two undergraduates are also elected to attend meetings of the faculty. At the

Admission

meetings of both the board and the faculty, student members may join in discussion but do not vote.

International and Cultural Diversity

Bryn Mawr's undergraduate enrollment and curriculum are dedicated to a respect for and understanding of cultural and social diversity. As a reflection of this dedication to diversity, Bryn Mawr's student body is composed of individuals from all parts of the United States, from many nations around the world, and from all sectors of society, with a special concern for the inclusion of historically disadvantaged minorities in America.

The International Students Association, representing more than 170 undergraduate and graduate students at the College from more than 60 different countries, enriches the life of Bryn Mawr through social and cultural events. The Sisterhood works to address the concerns of African-American students, to foster their equal participation in all aspects of College life, and to support Perry House, the African-American cultural center, which sponsors cultural programs open to the College community and provides residence space for a few students.

Other student organizations include the Asian Students Association, BACASO (Bryn Mawr African and Caribbean-African Student Organization), Barkada (Philippina students), Mujeres (Latina students), Rainbow Alliance (lesbian and bisexual students), and South Asian Women. These groups provide forums for members to address their common concerns, and a basis from which they participate in other activities of the College.

A coalition of these cultural groups meets biweekly with the director of the Office for Institutional Diversity and a group of cultural advisers. This coalition enables students of color to work together to develop a coordinated plan to increase the number of students and faculty of color and to develop curricular offerings and extracurricular programs dealing with United States minority groups and with non-Western peoples and cultures.

Service to the Community

Students who wish to volunteer their services outside the College find many opportunities to do so through Bryn Mawr's Community Service Office. The office supports numerous community service and activist groups and projects by offering transportation reimbursement for off-campus volunteers, mini-grants for individuals and groups planning service activities, a database of internship and volunteer opportunities, and other resources for student volunteers.

Through their interest and participation in these many aspects of the College community, students exemplify the concern of Bryn Mawr's founders for intellectual development in a context of social commitment.

ADMISSION

Bryn Mawr College is interested in candidates of character and ability who want a liberal arts education and are prepared for college work by a sound education. The College has found highly successful candidates among students of varied interests and talents from a wide range of schools and regions in the United States and abroad. In its consideration of candidates, the College looks for evidence of ability in the student's high school record, the challenge of her program of study, her rank in class, and her College Board or ACT tests; it

asks her high school adviser and several teachers for an estimate of her character, maturity and readiness for college.

PROGRAM OF SECONDARY SCHOOL STUDIES

Candidates are expected to complete a four-year secondary school course. The program of studies providing the best background for college work includes English, languages and mathematics carried through most of the school years and, in addition, history and a laboratory science. A school program giving good preparation for study at Bryn Mawr would be as follows: English grammar, composition and literature through four years; at least three years of mathematics, with emphasis on basic algebraic, geometric and trigonometric concepts and deductive reasoning; three years of one modern or ancient language, or a good foundation in two languages; some work in history; and at least one course in a laboratory science, preferably biology, chemistry or physics. Elective subjects might be offered in, for example, art, music or computing to make up the total of 16 or more credits recommended for admission to the College.

Since school curricula vary widely, the College is fully aware that many applicants for admission will offer programs that differ from the one described above. The College will consider such applications, provided the students have maintained good records and continuity in the study of basic subjects.

FRESHMAN CLASS

Application to the freshman class may be made through one of three plans: Regular Admission, Fall Early Decision or Winter Early Decision. Applicants follow the same procedures, submit the same supporting materials, and are evaluated by the same criteria under each plan.

The Regular Admission Plan is designed for those candidates who wish to keep open several different options for their undergraduate education throughout the admissions process. Applications under this plan are accepted anytime before the January 15 deadline.

The two early decision plans are designed for candidates who have thoroughly and thoughtfully investigated Bryn Mawr and other colleges and found Bryn Mawr to be their unequivocal first choice. The Winter Early Decision Plan differs from the Fall Early Decision Plan only in recognizing that some candidates may arrive at a final choice of college later than others. Early decision candidates under either plan may file regular applications at other colleges with the understanding that these applications will be withdrawn upon admission to Bryn Mawr. One benefit, however, of the early decision plan is the reduction of cost, effort and anxiety inherent in multiple application procedures. Early decision candidates who apply for financial aid will receive a financial aid decision at the same time as the decision about admission. Any early decision candidate who is not admitted through either the fall or winter plan and whose application is deferred to the Regular Admission Plan will be reconsidered without prejudice along with the regular admission candidates in the spring.

Timetables for the three plans are:

Admission

Fall Early Decision

Closing date for applications

and all supporting materialNovember 15

Notification of candidatesby December 15

Winter Early Decision

Closing date for applications

and all supporting materialsJanuary 1

Notification of candidatesby January 31

Regular Admission

Closing date for applications

and all supporting materialsJanuary 15

Notification of candidatesby mid-April

Bryn Mawr College accepts the Common Application with a required institutional supplement. The Common Application is widely available from the Bryn Mawr College Office of Admissions, high school guidance offices, and through the Internet (see www.brynmawr.edu). The required Bryn Mawr College Common Application Supplement will be provided to applicants or can be downloaded from the College website as well. A fee of \$50 must accompany the application and is not refundable.

ENTRANCE TESTS

The Scholastic Aptitude Test (SAT I) and three SAT II tests of the College Entrance Examination Board are required of all candidates and should be taken as early as possible, but no later than January. If possible, SAT II tests should be taken in current subjects. Students should offer three of the one-hour tests: one in English and two in other subjects. The College recommends, but does not require, that one of the three tests be taken in a foreign language because a (recentered) score of 690 or above satisfies part of an A.B. degree requirement (see pages 53 and 55 for details on language exemption). No special preparation, other than work well done in a good school, is required for successful performance on these tests.

Candidates are responsible for registering with the College Entrance Examination Board for the tests. Information about the tests, test centers, fees and dates may be obtained by writing to the College Board, P.O. Box 592, Princeton, New Jersey 08540.

Students may submit the ACT of the American College Testing Program in lieu of the SAT I and SAT II tests. All tests must be completed by the January test date.

INTERVIEWS

An interview either at the College or with an alumna area representative is strongly recommended for all candidates. Interviews should be completed by the deadline of the plan under which the candidate is applying. Appointments for interviews and campus tours should be made in advance by writing or telephoning the Office of Admissions (610-526-5152). The Office of Admissions is open from 9 a.m. to 5 p.m. on weekdays. From September to January, the office is also open on Saturdays from 9 a.m. to 1 p.m. A student

who is unable to visit the College may write to the Office of Admissions for the name and address of an alumna representative in her area.

EARLY ADMISSION

Each year a few outstanding students enter the College after the junior year of high school. Students who wish to apply for early admission should plan to complete a senior English course before entrance to college and should write to the director of admissions about application procedures. An interview, on campus or with an alumna area representative, is required of early admission candidates.

DEFERRED ENTRANCE

A student admitted to the College may defer entrance to the freshman class for one year, provided that she writes to the director of admissions requesting deferred entrance by May 1, the Candidates' Reply Date.

ADVANCED PLACEMENT AND CREDIT

Students who have carried advanced work in school and who have honor grades (5 in Art History, English, French, Government and Politics, History, Music Theory and Spanish; 4 and 5 in most other subjects) on the Advanced Placement Tests of the College Board may, after consultation with the dean and the departments concerned, be admitted to one or more advanced courses in the freshman year. Bryn Mawr accepts advanced placement tests with honor grades in the relevant subjects as exempting the student from College requirements for the A.B. degree. With the approval of the dean and the departments concerned, one or more advanced placement tests with honor grades may be presented for credit. Students receiving six or more units of credit may apply for advanced standing. The advanced placement tests are given at College Board centers in May.

Students who present the full International Baccalaureate with a score of 30 or better and honor scores in three higher-level exams (6 and 7 in English and History; 5, 6 and 7 in other subjects) normally receive one year's credit; those with a score of 35 or better, but with honor scores in fewer than three higher level exams, receive two units of credit for each honor score in higher-level exams plus two for the exam as a whole; those with a score of less than 30 receive two units of credit for each honor score in a higher-level exam. Depending on their grades, students who present Advanced Levels on the General Certificate of Education may be given two units of credit for each subject. Up to a year's credit is often given for the French Baccalaureate, German Abitur and for similar diplomas, depending upon the quality of the examination results. Students may also consult the dean or the director of admissions about the advisability of taking placement tests given by the College during Customs Week, Bryn Mawr's freshmen orientation.

TRANSFER STUDENTS

Each year a few students are admitted on transfer to the sophomore and junior classes. Successful transfer candidates have done excellent work at other colleges and universities and present strong high school records that compare favorably with those of students

Admission

entering Bryn Mawr as freshmen. Students who have failed to meet the prescribed standards of academic work or who have been put on probation, suspended, or excluded from other colleges and universities will not be admitted under any circumstances.

Transfer candidates should file applications as early as possible but no later than March 15 for entrance in September, or no later than November 1 for the second semester of the year of entrance. Application forms and instructions may be requested from the director of admissions.

Transfer candidates are asked to submit official test reports from the College Board of the Scholastic Aptitude and Achievement Tests taken in high school. Those who have not previously taken these tests are required to take only the Scholastic Aptitude Test. Test registration information may be obtained from the College Board, P.O. Box 592, Princeton, New Jersey 08540.

To qualify for the A.B. degree, students ordinarily should have completed a minimum of three years of full-time study at Bryn Mawr. Students transferring as juniors may be exempt from this requirement by approval of the dean, the major department chair and the Undergraduate Curriculum Committee.

INTERNATIONAL STUDENTS

Bryn Mawr welcomes applications from foreign citizens who have outstanding secondary school records and who meet university entrance requirements in their native countries. Application forms and instructions are available from the director of admissions. Applications from international students should be filed early in the year preceding entrance and must be completed by January 15. The application fee may be waived upon request.

International student applicants are required to take the Scholastic Aptitude Test of the College Board. Achievement tests are recommended but not required. Test registration information may be obtained from the College Board, ATP, P.O. Box 6200, Princeton, New Jersey 08541, U.S.A. Registration arrangements for students taking the tests abroad should be made at least two months prior to the scheduled testing date.

International student applicants whose native language is not English must present credentials attesting to their proficiency in English. The Test of English as a Foreign Language (TOEFL) is required for all non-native speakers of English, unless they have studied for several years in an institution in which English is the sole medium of instruction. A score of 600 (or 250 on the computer-based TOEFL) is considered to be adequate. TOEFL registration information can be obtained by writing to TOEFL, P.O. Box 6151, Princeton, New Jersey 08541, U.S.A.

COMBINED BACHELOR OF ARTS AND MASTER OF ARTS DEGREE

Bryn Mawr students who are exceptionally qualified may, while undergraduates, undertake graduate work leading to the M.A. degree in those departments with graduate programs. Such students should file individual plans of study at the end of the sophomore year for approval by the department chair, the dean of the Undergraduate College, the Undergraduate Curriculum Committee, the dean of the Graduate School of Arts and Sciences, and the Graduate Council.

WITHDRAWAL AND READMISSION

A student who has withdrawn from the College is not automatically readmitted. She must request readmission and should consult her dean and the director of admissions concerning the procedure to be followed. Evidence of the student's ability to resume work at Bryn Mawr may be requested. Applications for readmission are reviewed twice during the year, in late February and in June. Students who file an application by February 1 are notified of the committee's decision in early March and may then enter the room draw by proxy. Those who file by June 1 are notified late in June.

SPECIAL ACADEMIC PROGRAMS

Bryn Mawr offers a number of programs for non-matriculated students. Information, application forms and instructions for applying to the following programs may be addressed by program name to Canwyll House, Bryn Mawr College, 101 North Merion Avenue, Bryn Mawr, PA 19010-2899.

Continuing Education Students

Highly qualified women and men and gifted high school students who do not wish to undertake a full college program leading to a degree may apply for admission as continuing education students to take courses on a fee basis prorated according to the tuition of the College, space and resources permitting. Women and men 60 years of age and older qualify to take courses at one-half the special student tuition. This special rate applies only to continuing education students and not to McBride Scholars.

McBride Scholars Program

The Katharine E. McBride Scholars Program serves women beyond the traditional college entry age who wish to earn an undergraduate degree at Bryn Mawr. The program admits women who have demonstrated talent, achievement and intelligence in various areas, including employment, volunteer activities, and home or formal study. Beginning in the fall of 1996, McBride Scholars have been admitted directly as matriculated students.

Once admitted to the College, McBride scholars are subject to the residency rule, which requires that a student take a minimum of 24 course units while enrolled at Bryn Mawr. Exceptions will be made for students who transfer more than eight units from previous work. Such students may transfer up to 16 units and must then take at least 16 units at Bryn Mawr. McBride Scholars may study on a part-time or full-time basis. Detailed information about the McBride Scholars Program is available from the Bryn Mawr College Office of Admissions.

Postbaccalaureate Premedical Program

Women and men who hold bachelor's degrees but need additional undergraduate training before making initial application to schools of medicine, dentistry and veterinary medicine may apply as postbaccalaureate students. The Postbaccalaureate Premedical Program stresses intensive work in the sciences. It is designed primarily for students who are changing fields and who have not previously completed the premedical requirements. Applications are considered for admission in the summer or fall only. Applications should

Admission

be submitted as early as possible and decisions are made on a rolling admissions basis. The Postbaccalaureate Premedical Program is highly selective.

The Consortial Programs

Students enrolled in the Postbaccalaureate Premedical Program may elect to apply for provisional acceptance into one of the following schools of medicine: Brown University School of Medicine, Dartmouth Medical School, Medical College of Pennsylvania/Hahnemann University School of Medicine, Jefferson Medical College of Thomas Jefferson University, Temple University School of Medicine, University of Rochester School of Medicine, State University of New York (SUNY) Health Science Center at Brooklyn (Downstate), and SUNY Stony Brook School of Medicine. Students provisionally accepted by one of these schools are admitted to the first year of medical school immediately following satisfactory completion of the postbaccalaureate course of study. Otherwise, students apply to medical school during the summer of the year they are completing the program.

Predental students enrolled in the postbaccalaureate program may elect to apply for provisional acceptance into the University of Pennsylvania School of Dental Medicine. If provisionally accepted by the University of Pennsylvania School of Dental Medicine, the student is eligible to begin dental studies immediately following successful completion of the postbaccalaureate course of study.

School Psychology Certification Program

This program is designed to enable professionals in the fields of education and mental health to obtain the training required for Pennsylvania state certification as a school psychologist. Students who have an M.A. degree in a field related to school psychology, such as counseling, social work, learning disabilities, psychology of reading, or special education, are eligible to apply. If accepted to the School Psychology Certification Program, students generally use previous M.A. coursework to fulfill some of the program's competency requirements. Students may attend on a part-time basis.

Summer Courses

During Summer Sessions I and II, qualified women and men, including high school students, may take courses in the sciences, mathematics and intensive language studies in Russian and Japanese. Students may use these courses to fulfill undergraduate requirements or prepare for graduate study. The current summer session calendar should be consulted for dates and course descriptions. Each course carries full academic credit.

Alumnae/i

Under certain circumstances, Bryn Mawr alumnae/i who have received one or more degrees from Bryn Mawr College (A.B., M.A., M.S.S., M.L.S.P., Ph.D.) are entitled to take undergraduate courses in the College at one-half the normal tuition. Admission to all courses must follow approved admissions procedures. Courses are open on a space-available basis.

FEES

TUITION

The tuition fee in 2000-01 for all undergraduate students, resident and non-resident, is \$23,520 a year.

Summary of Fees and Expenses for 2000-01

Tuition	\$ 23,520
Residence (room and board)	\$ 8,340
College fee	\$ 420

Other Fees

Laboratory fee (per lab per semester)	\$ 35
Self-Government Association fee	\$ 220
Continuing enrollment fee (per semester).....	\$ 250

Faced with rising costs affecting all parts of higher education, the College has had to raise tuition annually in recent years. Further increases may be expected.

PROCEDURES FOR SECURING A REFUND

Written notice of intention to withdraw must be submitted to the student's dean. The date on which written notice is received (or the date on which the student signs a notice of withdrawal) is the official date of withdrawal. All students receiving financial aid must consult with the Financial Aid Office and the Comptroller's Office, including students who have received federally insured loans, such as loans guaranteed by state agencies and by the federal government to meet educational expenses for the current academic year. Bryn Mawr College's refund policies are in compliance with federal regulations.

For a student receiving Title IV grants or a loan, the refund policy is based on the amount of Title IV assistance earned during the period of attendance. Through the 60 percent point in time, the percentage of assistance earned is equal to the percentage of time the student completed as of the day the student withdrew. Institutional charges of tuition, room and board, and fees are reduced by the same percentage. If the student withdraws after the 60 percent point, she is entitled to 100 percent of her aid and is charged 100 percent of tuition, room and board, and fees. The calculation of the refund will be done by the Comptroller's Office in consultation with the Financial Aid Office.

For a student not receiving Title IV grants or loans, she will be charged according to the amount of time she was in attendance based on the number of weeks in the semester. (If the student's withdrawal date indicates that she only attended classes one day of the withdrawal week, the entire week will be counted toward the percentage of charges.) The same percentage will be used to credit the student for institutional aid. If the student withdraws after the 60 percent point of the semester, she will be charged 100 percent of tuition, room and board, and fees and will receive 100 percent of her institutional aid.

Details on the federal calculation of refunds can be obtained from the associate comptroller.

SCHEDULE OF PAYMENTS

By registering for courses, students accept responsibility for the charges of the entire academic year, regardless of the method of payment. The College bills for each semester separately. The bill for the fall semester is sent in late June and is due August 1. The bill for the spring semester is sent in late November and is due January 2. A late fee is assessed for all accounts that are past due.

As a convenience to parents and students, the College currently offers a payment plan administered by an outside organization which enables monthly payment of all or part of annual fees in installments without interest charges. Payments for the plan commence prior to the beginning of the academic year. Information about the payment plan is available from the Comptroller's Office.

No student is permitted to attend classes or enter residence until payment of the College charges has been made each semester. No student may register at the beginning of a semester, graduate, receive a transcript, or participate in room draw until all accounts are paid, including the activities fee assessed by the student Self-Government Association officers. This fee covers class and hall dues and support for student organizations and clubs. All resident students are required to participate in the College dining plan.

CONTINUING ENROLLMENT FEE

A fee of \$250 per semester will be charged to all undergraduates who are studying at another institution during the academic year and who will transfer the credits earned to Bryn Mawr College.

RESIDENCE

Students are permitted to reserve a room during the spring semester for the succeeding academic year, prior to payment of room and board fees, if they intend to be in residence during that year. Those students who have reserved a room but decide, after June 15, to withdraw from the College or take a leave of absence are charged a fee of \$500. This charge is billed to the student's account.

GENERAL DEPOSIT

All entering students are required to make a deposit of \$200. This deposit remains with the College while the student is enrolled as an undergraduate. After one year of attendance, the deposit will be returned 60 days after graduation or withdrawal from the College. However, any unpaid bills and any expenses incurred as a result of destruction or negligence on the part of the student are applied against the deposit.

FINANCIAL AID AND SCHOLARSHIPS

The education of all students is subsidized by the College because their tuition and fees cover only part of the costs of instruction. To those students well qualified for education in the liberal arts and sciences but unable to meet the College fees, Bryn Mawr is able to offer

further financial aid. Alumnae and friends of the College have built up endowments for scholarships; annual gifts from alumnae and other donors add to the amounts available each year. It is now possible to provide aid for more than 50 percent of the undergraduate students in the College. The value of the scholarships ranges widely, but the average grant in 1999-2000 was approximately \$16,000.

Initial requests for financial aid are reviewed by the Financial Aid Office and are judged on the basis of the student and her family's financial situation. Financial aid awarded at entrance is renewable throughout the student's four years at the College, assuming satisfactory progress toward the degree and continued financial eligibility. Application for renewal must be made annually. Bryn Mawr College subscribes to the principle that the amount of aid granted a student should be based upon financial eligibility. All applicants must submit the Free Application for Federal Student Aid (FAFSA) and the CSS Profile in support of the application for financial aid. When the total amount of aid needed has been determined, awards are made in the form of grants, loans and jobs.

Bryn Mawr College administers two kinds of loan programs. The first consists of funds established through the generosity of alumnae and friends of the College, and the second is based on government funds made available through the Federal Perkins Loan program. Full descriptions can be found on page 292.

Bryn Mawr participates in the Federal Work-Study Program established by the Economic Opportunity Act of 1964. This program provides funds for campus jobs for students who meet the federal eligibility requirements. Students interested in this program should consult the Financial Aid Office.

Bryn Mawr's financial aid policies are described in greater detail in a brochure available upon request from the Financial Aid Office.

APPLICATIONS FOR FINANCIAL AID AT ENTRANCE

Instructions on applying for financial aid are included in the Admissions Prospectus. Each candidate must file the CSS Profile (college code #2049) and the Free Application for Federal Student Aid (college I.D. #003237). These forms must be filed no later than January 15 of the student's final year in high school. Early Decision Plan applicants must submit the CSS Profile by November 15 for the Fall Early Decision Plan, and by January 1 for the Winter Early Decision Plan. Applications for financial aid for transfer students are due no later than March 1.

RENEWAL OF UNDERGRADUATE FINANCIAL AID

Application for the renewal of financial aid must be made annually. The renewal of the award depends on the student's maintaining satisfactory progress toward the degree and on her continued need for assistance. Adjustments can be made each year to reflect the changes in the financial situation of the student's family.

The necessary forms for renewal may be obtained in the Financial Aid Office and should be filed no later than April 15.

For a list of scholarship funds and prizes that support the awards made, see page 265. These funds are used to enhance Bryn Mawr's need-based financial aid program. They are not awarded separately. For a list of loan funds, see page 292.

COLLEGE FACILITIES

LIBRARIES

The Mariam Coffin Canaday Library is the center of Bryn Mawr's library system. Opened in 1970, it houses the focus of the College's collection in the humanities and the social sciences. The award-winning Rhys Carpenter Library, opened in 1997, is located in the M. Carey Thomas Library Building and houses the collections in Archaeology, History of Art, and Growth and Structure of Cities. The Lois and Reginald Collier Science Library was dedicated in 1993 and brings together the collections for Mathematics and the sciences. The library collections of Haverford and Swarthmore Colleges, which complement and augment those of Bryn Mawr, are readily accessible to students.

Tripod, the online public access catalog, was installed in 1991 and provides online information about all the materials in the Bryn Mawr, Haverford and Swarthmore College collections. Bryn Mawr students have borrowing privileges at Haverford and Swarthmore and have the option of requesting that material be transferred from either of the other two campuses for pickup or use at Bryn Mawr. Both a Telnet and Web version of the Tripod catalog are available, providing online information on one million-plus titles in the tri-college collection. Through the Library's homepage, students may connect to Tripod as well as a growing number of research databases and other useful information about library services and resources on the Web.

Bryn Mawr libraries operate on an open-stack system, allowing students access to a campus collection composed of more than one million volumes, including books, documents, microform and multimedia material, and a tri-college collection of one million-plus titles. A series of information sheets, pamphlets, and point-of-use guides are available for ready reference, and librarians are available to assist students in accessing extensive research materials in both traditional and electronic formats.

In addition to the books, periodicals and microfilms basic to the College library, Canaday Library offers students a distinguished collection of research materials among its rare books and manuscripts. The Marjorie Walter Goodhart Medieval Library, for example, provides basic texts of the late Middle Ages and emerging Renaissance. This library is further enriched by the Phyllis Goodhart Gordan Collection of Medieval Renaissance manuscripts and rare books. These early printed books are supplemented by a growing collection of 16th-century texts. Another noteworthy resource is the Louise Bulkley Dillingham Collection of Latin American books, ranging from 16th-century exploration and settlement to contemporary Latin American life and culture. It has recently been augmented by the Rodriguez Monegal collection of 20th-century Latin American literature. Important and extensive collections of early material on Africa and Asia are to be found in the McBride and Plass collections. The Castle and Adelman collections expand opportunities for the study of the graphic arts in books. In addition to these special collections, the library has numerous rare books and manuscripts.

Bryn Mawr is a member of the Pennsylvania Area Library Network/Union Library Catalog of Pennsylvania (PALINET/ULC), whose 590 members include the libraries of the University of Pennsylvania, Temple University, Villanova University, the American Philosophical Society, the Library Company of Philadelphia, the Historical Society of Pennsylvania, the Academy of Natural Sciences, the Free Library of Philadelphia, the

College of Physicians of Philadelphia, and the Rosenbach Museum. Through PALINET, Bryn Mawr participates in the OCLC database of more than 36 million titles cataloged by libraries throughout the world. Bryn Mawr also belongs to the Pennsylvania Academic Library Consortium, Inc. (PALCI), a statewide consortium of college and university libraries. Materials not owned by Bryn Mawr, Haverford or Swarthmore are available without charge through interlibrary loan.

For additional information about Bryn Mawr's libraries and their services, access the library homepage at <http://www.brynmawr.edu/Library>.

LABORATORIES

Teaching and research in the sciences and mathematics take place in laboratories and classrooms at four separate locations on campus. Work in biology, chemistry, geology, mathematics and physics is carried out in the Marion Edwards Park Science Center, which also houses the Lois and Reginald Collier Science Library. Work in computer science is conducted in Park Science Center and the computing center in Eugenia Chase Guild Hall; work in psychology is conducted in Dalton Hall, which houses the Psychology Library, and in West House.

In the sciences, laboratory work is emphasized at all levels of the curriculum. The science departments have excellent facilities for laboratory teaching; in addition, they are particularly well equipped for research because they serve the educational needs of students working toward M.A. and Ph.D. degrees as well as students working toward the A.B. degree. As a consequence, advanced undergraduates are provided with opportunities to carry out research with sophisticated modern equipment, and they are able to do so with the intellectual companionship of graduate students as well as faculty members. Among the major laboratory instruments available at the College are: a transmission electron microscope, a Zeiss universal microscope with Nomarski optics, an amino acid analyzer, a 300-MHz nuclear magnetic resonance (NMR) spectrometer, additional pulsed NMR equipment for studies of solids, a mass spectrometer, X-ray diffractometer, a wide variety of lasers, field and laboratory equipment for environmental geochemical research, including a clean bench, heating and freezing stages for microscopes, a cathode luminescence stage, and instruments for various kinds of spectroscopy, including infrared, Raman, visible, ultraviolet, fluorescence, atomic absorption, and D-C plasma atomic emission. In addition, custom-designed equipment for special research projects is fabricated by expert instrument makers in the Instrument Shop in Park Science Center, and professional glassblowing services are available as needed.

Computer facilities in the sciences include laboratories with high-performance computing equipment, including SGI, SUNs and UNIX workstations. Other teaching and research laboratories and classrooms have extensive computer resources for data analysis and instruction, including state-of-the-art video projection systems.

Because laboratory work in geology is based on observations in the field, the department conducts field trips in most of its courses and also has additional trips of general interest. To aid in the study of observations and samples brought back from the field, the department has excellent petrographic and analytical facilities, extensive reference and working mineral collections, including the George Vaux Jr. Collection and the Theodore D. Rand Collection of approximately 10,000 specimens each, and a fine fossil collection. As a repository for the United States Geological Survey, the map library contains 40,000 topographical maps.

ANTHROPOLOGICAL COLLECTIONS AND LABORATORIES

Bryn Mawr houses several large collections of ethnographic and archaeological artifacts from around the world. The W. S. Vaux Collection, an important collection made during the last half of the 19th century, has as its main emphasis the material culture of Native Americans. The Anne and George Vaux Collection represents a wide selection of Native American basketry from the Southwest, California and the Pacific Northwest. The extensive Ward Canaday Collection contains outstanding examples of the ceramic and textile traditions from the northwest coast of Peru. The Mace and Helen Neufeld Collection of African and Oceanic Art is composed of sculpture, masks and personal adornments from West and Central Africa. Other comprehensive collections given by faculty and friends of the College represent the Old World Paleolithic and Neolithic, Paleo-Indian, Eastern Woodland, Southwestern and Middle Mississippian antiquities. These collections have been enlarged by osteological materials and casts of fossil hominids. There is also a small but growing collection of ethnomusical recordings, representing the music of native peoples in all parts of the world. The Department of Anthropology also houses the Laboratory of Pre-Industrial Technology, which provides a variety of resources and instrumentation for the study of traditional technologies in the ancient and modern worlds. The anthropology laboratories are used by undergraduate and graduate students in other disciplines.

THE SOCIAL SCIENCE DATA LABORATORY AND LIBRARY

The Department of Sociology helps maintain the Social Science Statistical Laboratory, which consists of a terminal cluster and printer staffed by undergraduate user consultants. A library of data files is available for student and faculty research and instructional use. Data library resources include election and census studies, political and attitudinal polling data, historical materials on the city of Philadelphia, national and cross-national economic statistics, ethnographic data files for crosscultural study, and a collection of materials relevant to the study of women. Access to other data is available through the College's membership in the Inter-University Consortium for Political and Social Research.

DIGITAL MEDIA AND VISUAL RESOURCE CENTER

The Rhys Carpenter Library houses the Digital Media and Visual Resource Center, which supports instruction by providing access to visual media and by facilitating the use of digital tools. The Center's main role is serving coursework — principally in the History of Art, Classical and Near Eastern Archaeology, and the Growth and Structure of Cities programs — through a collection of 180,000 slides as well as study prints and digitized images. The Center also conducts workshops to assist faculty members in the use of new instructional technologies.

THE EUGENIA CHASE GUILD COMPUTING CENTER

Eugenia Chase Guild Hall is home to Computing Services and Administrative Data Systems as well as the largest student computing lab on campus. Professional staff are available to students, staff and faculty for consultation and assistance with their computing work. Student computing staff are available to assist students using computers in public labs and to provide limited phone support for students in their dormitory rooms. Each Bryn Mawr student is given an e-mail account upon her arrival at the College. Accounts on Bartik, the student Web server, are available on request.

There are 135 Apple and Intel-based microcomputers in the public computing sites around campus. All campus computing labs are connected to a fiber-based Ethernet backbone that allows the sharing of software, data and electronic mail, and log-in access to other campus computers. Some form of computing is done in every discipline represented in the College's curriculum, including word processing, statistical analysis, programming, spreadsheets, and databases. Additional computing facilities are provided in natural and social science laboratories and in the Language Learning Center.

The Bryn Mawr campus network links Bryn Mawr to the campus networks of Haverford and Swarthmore colleges and to Tripod, the online library catalog system shared by the three colleges. The campus network reaches all 12 residence halls.

THE LANGUAGE LEARNING CENTER

The Language Learning Center (LLC) provides the audio, video and computing services necessary to support the acquisition of foreign languages and cultures. The LLC contains 23 workstations equipped with cassette tape recorders, multi-standard VCRs, and videodisc players; 20 computers, both PC and Mac; and monitors for viewing satellite news from around the world. Students and faculty have access to more than 2,400 audio cassettes and approximately 1,000 foreign language videos, videodiscs and CD ROMs. The LLC supports e-mail, word processing and Internet access in the languages taught at the College and has a variety of language learning programs to assist in foreign language learning. Multimedia development stations are available for faculty and supervised student use. A projection unit enables the lab to be used for demonstration purposes or class use.

FACILITIES FOR THE ARTS

Goodhart Hall is the College's main performance space for theater and dance and houses the Office for the Arts. The theater has a proscenium stage with options for thrust and studio theater formats. There are also nontraditional spaces on campus for productions of an intimate and/or experimental nature. The College has two dance studios, one over Pembroke Arch, the other in the gymnasium. While the M. Carey Thomas Library Great Hall provides a large space for concerts and readings, the Goodhart Music Room is used for ensemble rehearsals and intimate chamber music recitals. Students may reserve time in the five practice rooms in Goodhart, all of which are furnished with grand pianos. Arnecliffe Studio houses the program in painting and printmaking and there is an additional drawing studio in Rockefeller Hall. The Gallery, located in the lower level of the Mariam Coffin Canaday

College Facilities

Library, provides an intimate space for shows and exhibits. Also, creative writing classes, workshops and readings take place in English House, Ely House and the M. Carey Thomas Library Great Hall.

HALLS OF RESIDENCE

Halls of residence on campus provide full living accommodations. Brecon, Denbigh, Merion, Pembroke East, Pembroke West and Radnor Halls are named for counties in Wales, recalling the tradition of the early Welsh settlers of the area in which Bryn Mawr is situated. Rockefeller Hall is named for its donor, John D. Rockefeller, and Rhoads North and South for the first president of the College, James E. Rhoads. Erdman Hall, first opened in 1965, was named in honor of Eleanor Donnelley Erdman '21, a former member of the Board of Directors. The Clarissa Donnelley Haffner Hall, which creates an "international village" for students of Chinese, French, German, Hebrew, Italian, Japanese, Russian and Spanish languages, was opened in 1970. Perry House is the Black Cultural Center and residence. Batten House serves as a residence for those interested in a cooperative living environment. Glenmede, located a quarter mile from campus, was bequested to the college in 1980 by Mary Ethel Pew '06 and houses undergraduate and graduate students.

The College offers a variety of living accommodations, including singles, doubles, triples, quadruples and a few suites. The College provides basic furniture, but students supply linen, bed pillows, desk lamps, rugs, mirrors and other accessories they may wish. Summer storage is limited to international and West Coast students and may be at the student's expense.

The maintenance of halls is the responsibility of the director of facilities services. At the end of the year, each student is held responsible for the condition of her room and its furnishings. Room assignments, the hall adviser program, residence life policies, and vacation period housing are the responsibility of the director of residential life.

THE BERN SCHWARTZ GYMNASIUM

The center of the College's athletics and physical education program is the Bern Schwartz Gymnasium. This 50,000 square-foot facility houses an eight-lane swimming pool and separate diving well, courts for basketball, badminton and volleyball, and a fitness center that includes state-of-the-art aerobic equipment, weight-training machines and a dance floor. This facility is augmented by two playing fields, a practice field and seven tennis courts.

THE MARIE SALANT NEUBERGER CENTENNIAL CAMPUS CENTER

The Marie Salant Neuberger Centennial Campus Center, a transformation of the historic gymnasium building on Merion Green, opened in 1985. As the center for non-academic life, the facility houses a café, lounge areas, meeting rooms, an exhibition space for the Arts Program, the College post office and the bookshop. The Office of Conferences and Events, Ombuds Office, Student Life Offices, Self-Government Association and various student organization offices are also located here. Students, faculty and staff use the campus center for informal meetings and discussion groups as well as for campus-wide social events and activities.

STUDENT LIFE

STUDENT ADVISING

The deans are responsible for the general welfare of undergraduates. Students are free to go to the deans for help and advice on both academic and general matters. After students select their majors at the end of their sophomore year, they are assigned a faculty adviser, the major who helps them plan their academic program for the junior and senior years. In addition to deans, students may consult the director of residential life, the director of international advising, the director of the office for institutional diversity, the director of financial aid, the director of career development, and the coordinator of student activities. The Student Life staff and upperclass students known as hall advisers provide advising assistance on questions concerning life in the residence halls. The College's medical director, consulting psychiatrist and several counselors are also available to all students through scheduled appointments or, in emergencies, through the nursing staff on duty 24 hours a day in the Health Center.

The College and the Bryn Mawr-Haverford Customs Week Committee provide orientation for freshman and transfer students. Freshmen and transfers take residence before the College is opened to upperclassmen. The deans, hall advisers and Customs Week Committee welcome them, answer their questions and give advice. New students and their parents may meet with the president of the College during this orientation period. In addition, faculty members are available for consultation and all incoming students have appointments with a dean or other adviser to plan their academic programs for the year. Undergraduate organizations at Bryn Mawr and Haverford Colleges acquaint new students with other aspects of college life.

THE HONOR CODE

The high degree of trust and responsibility that the College has always given to students is reflected in the academic and social honor codes. These delegate to individual students the responsibility for integrity in their academic and social behavior. Responsibility for administering the academic honor code is shared with the faculty; the Academic Honor Board, composed of both students and faculty, mediates in cases of infraction. In the social honor code, as in all aspects of their social lives, students are self-governing; a Social Honor Board, consisting of 10 students, mediates in cases where social conflicts cannot be resolved by the individuals directly involved. Trained student mediators also work with students to resolve conflicts in effective ways.

The successful functioning of the honor code is a matter of great pride to the Bryn Mawr community, and it contributes significantly to the mutual respect that exists among students and between students and faculty. While the honor code makes great demands on the maturity and integrity of students, it also grants them an independence and freedom which they value highly. To cite just one example, many examinations are self-scheduled, so that students may take them at whatever time during the examination period is most convenient for their own schedules and study patterns.

SUPPORT SERVICES

Academic support services at Bryn Mawr fall into three general areas: the writing program, peer tutoring and study skills support services. The writing program, which is free of charge, offers a writing center in which peer tutors assist students who need help with composition and other courses. The writing program also offers occasional workshops open to the campus. Peer tutoring is available in all subject areas without cost to students. For students who need to strengthen their study skills, special study skills programs are offered each semester. When appropriate, students might also be referred to the Child Study Institute for evaluation and tutoring; the cost of this service is also subsidized by the College.

Often, students have special needs for academic support — for example, learning-disabled students, students who are not conventionally prepared, and students who are not native speakers of English. In such cases, individualized programs are developed to meet students' needs. Any student interested in academic support services should consult with her dean.

Bryn Mawr welcomes applications from any student who has demonstrated the academic and personal qualifications for successful study in a demanding liberal arts curriculum. Every year, students with learning disabilities are among those enrolled at the College. Some have been diagnosed with a disability and have received accommodations in primary or secondary school, others may just be starting to suspect that a disability might have affected their work, and yet others may become aware of a disability as they progress through their college years.

Bryn Mawr is committed to ensuring that all admitted students enjoy full access to its educational programs and services. Students with learning disabilities can therefore expect to receive reasonable accommodations when a disability interferes with their education at Bryn Mawr.

A brochure that includes information and advice regarding policies, procedures, resources and a list of people to contact is available from the Office of the Undergraduate Dean. Other important information about curriculum, resources and policies is available in this catalog as well as in the student handbook.

For more information on Learning Disabilities Services, contact Lois Mendéz-Catlin, coordinator of Learning Disabilities Services, at (610) 526-5375.

CAREER DEVELOPMENT OFFICE

Students and alumnae/i are invited to make use of the services of the Career Development Office of Bryn Mawr and Haverford Colleges, which include: career and job search counseling; group and private sessions on résumé writing, interviewing and job-hunting techniques; information and referrals for part-time, summer and permanent positions on campus and off campus; online information on more than 1,500 internships; a Web-based on- and off-campus recruiting program; and maintaining and furnishing, on request, letters of recommendation. In addition to interview opportunities on campus, students may interview with employers participating in off-campus recruiting days co-sponsored with a consortium of selective liberal arts colleges. Conducted in December and January, these events are located in Boston, Chicago, New York, Philadelphia and Washington, D.C. A "West Coast Virtual Fair" is conducted in March.

During the academic year, the office sponsors career panels and individual speakers featuring alumnae/i to provide students with a broader knowledge of career options. In recent years, these programs have focused on careers in the arts, business and management, finance, human services, law, medicine, peacemaking, and science and technology. Additionally, on a semi-annual basis, the office sponsors a three-day seminar, "Business: A Liberal Art." Developed and led by an alumna business leader, the seminar provides an orientation to business and business skills as they relate to liberal arts training. Guest speakers offer forums for focusing on industries and business functions, case studies, team projects and presentations, and in-depth discussions of business problems and business ethics.

In the spring, not-for-profit public service career fairs are held in Boston, New York City and Washington, D.C., for students and alumnae. Co-sponsored by a variety of prestigious colleges and universities, these events offer the opportunity to learn about employment and career opportunities in a broad spectrum of not-for-profit organizations. Each October, the Bryn Mawr-Haverford Career Development Office co-sponsors the Graduate Professional School Admissions Forum with Swarthmore, Villanova and Rosemont, which brings 90 to 100 graduate and professional school representatives to one of the five campuses. Students and alumnae/i are welcome to meet with representatives from graduate arts and sciences programs as well as business, law and medical schools.

In cooperation with alumnae/i, the office provides students with access to a network of graduates who make themselves available to students for personal consultation on career-related questions and who, in practical ways, assist students in learning more about career fields of interest. Students interested in exploring specific career fields may participate during winter and spring vacations in the Extern Program, shadowing alumnae/i representing a great variety of career fields.

RESIDENCE

Residence in the college buildings is required of all undergraduates, except those who live with their families in Philadelphia or the vicinity, and those who live in houses or apartments of their own choosing after having received permission to do so from the College during the annual room draw. In the latter instance, it is the responsibility of students to obtain permission from their parents.

The College's halls of residence provide simple and comfortable living for students. Bryn Mawr expects students to respect its property and the standards on which the halls are run. A statement of residence regulations is included in the student handbook. Failure on the part of a student to meet requisite standards in the care of her room may result in the College refusing her residence the following year.

Resident students are required to participate in the meal plan, which provides 20 meals per week. For those living at Batten House, Haverford College Apartments, Glenmede Main House or Perry House, where kitchens are available, the meal plan is optional. Any student with medical or other extraordinary reasons for exemption from participation in the meal plan may present documentation of her special needs to the dean. Ordinarily, with the help of the College dietician, Dining Services can meet such special needs. When this is not possible, written notice of exemption will be provided by the dean.

Thirty-five hall advisers provide referrals and advice to students living in the halls, and they work with the elected student officers responsible for the social honor code within the halls.

Student Life

The halls are open during fall and spring breaks and Thanksgiving vacation, but meals are not provided. During winter vacation, special arrangements are made for international students who wish to remain in residence. These students pay a special fee for room and board and live in an assigned residence hall.

The College is not responsible for loss of personal property due to fire, theft or any other cause. Students who wish to insure against these risks should do so individually or through their own family policies.

COEDUCATIONAL RESIDENCE HALLS

Coeducational residence halls on the Bryn Mawr campus were established in 1969-70, housing students from Bryn Mawr and Haverford. In addition, Haverford College has made available a number of spaces on its campus for Bryn Mawr students. As neither Bryn Mawr nor Haverford allows room retention from one year to the next, the number and kind of bi-college options change each year.

LANGUAGE AND CULTURE HOUSE PROGRAM

Haffner Hall, which opened in 1970, is open to Bryn Mawr and Haverford students interested in the study of Chinese, French, German, Hebrew, Italian, Japanese, Russian and Spanish languages and cultures. Admission is by application only and students must pledge to actively participate in the Hall's activities. Residence in a language house provides an excellent opportunity to gain fluency in speaking a foreign language.

NON-RESIDENT STUDENTS

For non-resident students, locked mailboxes are available in the Centennial Campus Center. Non-resident students are liable for all undergraduate fees except those for residence in a hall. All matriculated undergraduate students are entitled to full use of all out- and in-patient health services.

LEAVE OF ABSENCE

A student who is in good standing at the College may apply to her dean for a leave of absence. (A student who loses her good standing after having been granted a leave of absence will normally be required to change her status to "withdrawn.") A leave may be requested for one or two semesters and, once approved, reinstatement is granted contingent on residential space available at the time a student wishes to return to the College. Application should be made in writing by June 15 of the academic year preceding the requested leave (or November 1 for a second-semester leave.) The deans and members of the student's major department review any questions raised by the student or her dean regarding the approval of leave. A student should confirm her date of return, by letter to her dean, by March 1 preceding return for the fall semester and by December 1 for return in the spring semester.

A student may extend her leave of absence for one additional semester beyond the originally agreed upon date of return, with her dean's permission. Application must be made in writing by June 15 of the academic year preceding the requested extension (or by

November 1 for a second-semester extension.) A student who does not return after a leave without permission for an extension, or who does not return after an extension of leave, is withdrawn from the College and must apply for readmission.

HEALTH SERVICES

The Health Center is a primary-care facility open 24 hours a day when the College is in session. The Health Service offers a wide range of medical and counseling services to all matriculated undergraduates.

Outpatient medical services include first aid, nursing visits, routine laboratory work, walk-in medical clinic, gynecological services, and appointments with the College physician. Inpatient care is provided for students who require nursing care or isolation, but do not require hospitalization. A current fee schedule is available upon request.

The counseling service is available to all undergraduate students. Consultation with a psychologist, social worker or psychiatrist can be arranged by appointment through the Health Center.

MEDICAL REQUIREMENTS AND INSURANCE

All entering students must file medical history and evaluation forms with the health service before registration for classes.

The College purchases a limited medical insurance policy for full-time undergraduate students. The insurance is provided in conjunction with services supplied by the Bryn Mawr College Health Center. The insurance policy will not cover a significant portion of the costs of a major illness. Therefore, it is strongly recommended that students maintain their coverage on their families' health plans or purchase additional insurance. The College does provide information about additional insurance plans that may be available to Bryn Mawr students. Information about the basic insurance plan and any available additional plans is sent to students each summer.

MEDICAL AND PSYCHOLOGICAL LEAVES OF ABSENCE

A student may, on the recommendation of the College physician or her own doctor, at any time request a medical leave of absence for reasons of health. The College reserves the right to require a student to withdraw for reasons of health if, in the judgment of the medical director, she is not in sufficiently good health to meet her academic commitments or to continue in residence at the College. Permission to return from a medical leave is granted when the College's Health Service receives satisfactory evidence of recovery.

Occasionally a student experiences psychological difficulties that interfere with her ability to function at college. Taking time away from college to pursue therapy may be necessary. The College sees this choice as restorative, not punitive. With evidence of improvement in health, Bryn Mawr welcomes the student's return.

The College believes that time away for psychological reasons should, in most cases, be for an entire academic year to allow sufficient time for growth, reflection and meaningful therapy — students who hurry back prematurely tend to risk a second failure. Therefore, medical leaves of absence for psychological reasons are granted for a period of one year,

except in unusual situations. Readmission requires the approval of Bryn Mawr's medical director or the appropriate member of the College's counseling staff. The physician or counselor with whom a student has worked while on leave should be asked by the student to contact the appropriate person at the College's Health Service when she is ready to apply to return.

CHILD CARE

Child care is available for Bryn Mawr and Haverford College families on a space-available basis at the New Gulph Children's Center and at the Phebe Anna Thorne School. The New Gulph Children's Center is located at Conestoga and Sproul Roads, Villanova, just 10 minutes from the campus. Children three months through four years of age are eligible. The Center is open five days a week from 7:30 a.m. to 5:30 p.m.

The Center, conducted by a professional staff, incorporates appropriate age group development activities with high-quality group care, plus a nursery school program. Flexible schedules can be arranged to accommodate the programs of students, staff, faculty and alumnae parents. A minimum of three morning sessions for the infant/toddler program or five morning sessions for the nursery school program is required.

The fee scale is based on the age of the child and the number of hours. Tuition for the semester is payable in full or in monthly installments. Early registration for all programs is essential. For more information contact the director at (610) 688-2411.

The Phebe Anna Thorne School, situated on the Bryn Mawr campus, is a laboratory nursery school run in cooperation with the Department of Psychology. The Thorne School offers a developmentally oriented, child-centered program in which children develop a sense of competence and well-being within the group through play, problem-solving and social interaction.

Additionally, the Thorne School offers the Language Enrichment Preschool Program for children from two to five years of age who have identified speech and language difficulties, but who are not otherwise developmentally delayed. Two classes (Monday/Tuesday/Thursday and Wednesday/Friday) meet from 12:30 p.m. to 3:15 p.m. during the academic year. Speech therapy is built into this child-centered program with emphasis on language development for social and play interactions.

During the academic year, the Thorne School offers two morning programs, one for three-year-olds and one for four-year-olds. The morning programs begin at 9:00 a.m. and conclude at 12:00 noon. Children may arrive as early as 8:30 a.m. and must be picked up by 12:00 noon.

The Thorne School also offers an afternoon program for three- and four-year-olds combined. Although the specific content of activities may vary, the general structure of the afternoon program is similar to that of the morning programs. The afternoon program begins at 12:30 p.m. and concludes at 3:30 p.m. Children may arrive as early as 12:15 p.m. and must be picked up by 3:30 p.m.

Children may attend either the morning or afternoon program, or both programs. For children attending both programs, arrangements can be made for the child to remain at the Thorne School through the lunch period.

In July, the Thorne School offers a summer program. This program begins at 9:00 a.m. and concludes at 12:00 noon. The Language Enrichment Preschool Program also offers a five-week summer program, Mondays through Thursdays from 9:15 a.m. to 12:00 noon.

The Parent Center is a special project of the Phebe Anna Thorne School. The Parent Center offers a parent/infant drop-in program for parents with children two years of age and younger, one day per week. Child development specialists are available to talk with parents and to facilitate play. In addition, the Parent Center holds discussion groups that focus on parenting concerns.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

The Family Educational Rights and Privacy Act of 1974 was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, 5411 Switzer Building, 330 C Street S.W., Washington, D.C. 20201, concerning alleged failures by the institution to comply with the act.

Copies of Bryn Mawr's policy regarding the act and procedures used by the College to comply with the act can be found in the Office of the Undergraduate Dean. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Undergraduate Dean.

DESIGNATION OF DIRECTORY INFORMATION

Bryn Mawr College hereby designates the following categories of student information as public or "directory information." Such information may be disclosed by the institution for any purpose, at its discretion.

Category I	Name, address, dates of attendance, class, current enrollment status, electronic mail address
Category II	Previous institution(s) attended, major field of study, awards, honors, degree(s) conferred
Category III	Date of birth
Category IV	Telephone number
Category V	Marital status

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974 by written notification, which must be in the Office of the Registrar by 5 p.m. on the second Friday of September. Forms requesting the withholding of "directory information" are available in the Office of the Registrar. Bryn Mawr College assumes that failure on the part of any student to request the withholding of categories of "directory information" indicates individual approval of disclosure.

SECURITY INFORMATION ACT

As part of its compliance with Pennsylvania's College and University Security Information Act, Bryn Mawr provides to all students and all applicants for admission a booklet describing the College's security policies and procedures. The College also makes available

Student Life

to all students and applicants the crime report required by the Commonwealth of Pennsylvania for the most recent three-year period.

STUDENT RIGHT-TO-KNOW ACT

The Student Right-to-Know Act requires disclosure of the graduation rates of degree-seeking undergraduate students. Students are considered to have graduated if they complete their programs within six years of the normal time for completion.

Class entering fall 1992 (Class of 1996)

Size at entrance	271
Graduated after 3 years	2.6%
after 4 years	73.1%
after 5 years	77.5%
after 6 years	77.9%

EQUALITY OF OPPORTUNITY

Bryn Mawr College does not discriminate on the basis of race, color, religion, national or ethnic origin, sexual orientation, age or physical ability in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs, or in its employment practices.

In conformity with the Civil Rights Act of 1964, as amended, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its education programs, activities or employment practices. The admission of only women in the Undergraduate College is in conformity with a provision of the act. Inquiries regarding compliance with Title IX and other policies of nondiscrimination may be directed to the Equal Opportunity Officer, who administers the College's procedures.

THE REHABILITATION ACT OF 1973, SECTION 504 AND THE AMERICANS WITH DISABILITIES ACT OF 1990

The College is firmly committed to the principle of making reasonable accommodation in all aspects of campus life to physically disabled students and staff. We have found that this is best achieved by meeting the needs of persons with various disabilities on an individual basis.

Disabled students in the Undergraduate College should consult the Accessibility Office for further information on accommodations.

GEOGRAPHICAL DISTRIBUTION

1999-2000 UNDERGRADUATE DEGREE CANDIDATES

The 1,242 students are from 46 states, the District of Columbia and 47 foreign nations, distributed as follows:

UNITED STATES RESIDENCE

<u><i>New England</i></u>	<u><i>139</i></u>	<i>(11.2%)</i>	<u><i>West North Central</i></u>	<u><i>36</i></u>	<i>(2.9%)</i>
Connecticut	30		Iowa	4	
Maine	14		Kansas	3	
Massachusetts	73		Minnesota	14	
New Hampshire	13		Missouri	10	
Rhode Island	4		Nebraska	5	
Vermont	5		North Dakota	0	
			South Dakota	0	
<u><i>Middle Atlantic</i></u>	<u><i>506</i></u>	<i>(40.7%)</i>	<u><i>East South Central</i></u>	<u><i>16</i></u>	<i>(1.3%)</i>
New Jersey	127		Alabama	3	
New York	151		Kentucky	3	
Pennsylvania	228		Mississippi	3	
			Tennessee	7	
<u><i>South Atlantic</i></u>	<u><i>148</i></u>	<i>(11.9%)</i>	<u><i>West South Central</i></u>	<u><i>42</i></u>	<i>(3.4%)</i>
Delaware	7		Arkansas	1	
District of Columbia	7		Louisiana	3	
Florida	14		Oklahoma	3	
Georgia	6		Texas	35	
Maryland	49				
North Carolina	11		<u><i>Mountain</i></u>	<u><i>35</i></u>	<i>(2.8%)</i>
South Carolina	3		Arizona	5	
Virginia	41		Colorado	17	
West Virginia	10		Idaho	4	
Puerto Rico	0		Montana	2	
Virgin Islands	0		Nevada	0	
			New Mexico	3	
			Utah	4	
			Wyoming	0	
<u><i>East North Central</i></u>	<u><i>74</i></u>	<i>(6.0%)</i>	<u><i>Pacific</i></u>	<u><i>133</i></u>	<i>(10.7%)</i>
Illinois	25		Alaska	3	
Indiana	7		California	79	
Michigan	11		Hawaii	2	
Ohio	22		Oregon	24	
Wisconsin	9		Washington	25	
			Trust Territory	0	

Geographical Distribution

FOREIGN RESIDENCE

Nation

Argentina	1	Japan	11
Australia	1	Kenya	1
Bahrain	1	Mexico	3
Bangladesh	1	Nepal	2
Belgium	1	Netherlands	1
Bosnia	1	Pakistan	3
Botswana	2	Philippines	8
Brazil	2	Russia	1
Bulgaria	1	Saudi Arabia	2
Canada	4	Singapore	1
China	6	South Africa	1
Cyprus	1	South Korea	8
Czech Republic	1	Spain	2
Egypt	1	Switzerland	2
France	1	Syria	1
Gambia	1	Taiwan	2
Ghana	1	Tanzania	2
Great Britain	2	Thailand	3
Hungary	1	Trinidad and Tobago	3
India	14	Turkey	2
Indonesia	2	Ukraine	1
Italy	1	United Arab Emirates	1
Ivory Coast	1	Venezuela	2
Jamaica	1	APO	2

SUMMARY

Total Students	1,242	100.0%
Foreign Residence	113	9.2%
United States Residence	1,129	90.8%
<i>New England</i>	<i>139</i>	<i>11.2%</i>
<i>Middle Atlantic</i>	<i>506</i>	<i>40.7%</i>
<i>South Atlantic</i>	<i>148</i>	<i>11.9%</i>
<i>East North Central</i>	<i>74</i>	<i>6.0%</i>
<i>West North Central</i>	<i>36</i>	<i>2.9%</i>
<i>East South Central</i>	<i>16</i>	<i>1.3%</i>
<i>West South Central</i>	<i>42</i>	<i>3.4%</i>
<i>Mountain</i>	<i>35</i>	<i>2.8%</i>
<i>Pacific</i>	<i>133</i>	<i>10.7%</i>

CURRICULUM

The Bryn Mawr curriculum is designed to encourage breadth of learning and training in the fundamentals of scholarship in the first two years, and mature and sophisticated study in depth in a major program during the last two years. Its overall purpose is to challenge the student and prepare her for the lifelong pleasure and responsibility of educating herself and playing a responsible role in contemporary society. The curriculum encourages independence within a rigorous but flexible framework of divisional and major requirements and fosters self-recognition for individuals as members of diverse communities and constituencies.

The Bryn Mawr curriculum obtains further breadth through inter-institutional cooperation. Virtually all undergraduate courses and all major programs at Bryn Mawr and Haverford Colleges are open to students from both schools, greatly increasing the range of available subjects. With certain restrictions, full-time Bryn Mawr students may also take courses at Swarthmore College, the University of Pennsylvania and Villanova University during the academic year without payment of additional fees.

The degree of Bachelor of Arts is conferred upon students who have completed the requirements described below.

REQUIREMENTS FOR THE A.B. DEGREE

Summary of Requirements for students who matriculated with the classes of 1995-2001 from the fall of 1991 to January 1998.

For students who matriculated during or after the fall of 1998, see Requirements for the A.B. Degree, pages 55-56. Students who matriculated prior to September 1991, should consult the 1990-91 Undergraduate Catalog for applicable degree requirements.

Thirty-two units of work are required for the A.B. degree. These must include:

1. Two courses in English composition, unless exempt.
2. One course to meet the quantitative skills requirement.
3. Work to demonstrate the required level of proficiency in foreign language.
4. Eight units to meet the divisional requirements.
5. A major subject sequence.
6. Elective units of work to complete an undergraduate program.

In addition, all students must complete eight half-semesters of physical education and must meet the residency requirement.

English Composition Requirement

For students who matriculated before the fall of 1997

Each student must include in her program two semesters of English composition (Liberal Studies 001, 002) to be taken during her freshman year, unless she has achieved a score of 5 on the Advanced Placement Test or an equivalent. Such students must take one semester of composition. The Department of English also administers an exemption test upon request at the beginning of each academic year.

College Seminar Requirement

For students who matriculated during or after the fall of 1997

Each student must include in her program two units of College Seminars, the first to be taken in the first semester of the freshman year and the second before the end of the sophomore year. Students must attain a grade of 2.0 or higher in each seminar.

Quantitative Requirement

Each student must complete work in college-level mathematics or quantitative skills to consist of:

- a. Passing an Advanced Placement examination in mathematics with an honor grade; or
- b. Passing one course (one unit) in mathematics at the 100 level or above; or
- c. Passing one course from among those designated with a "Q" in the course guide; or
- d. Passing one math course that has a 100-level mathematics course as a prerequisite, in which case the prerequisite will satisfy the quantitative skills.

For students who matriculated between September 1991 and January 1998, courses used to fulfill the requirement in Quantitative Skills may also be counted in Division II if they are identified as both Division II and Quantitative Skills in the course guide.

Foreign Language Requirement

There are two parts to this requirement:

1. Competence in Language: a knowledge of one language other than English (or other than the student's language of origin) to be demonstrated by:

- a. Passing a proficiency test offered by the College every spring and fall; or
- b. Attaining a score of at least 690 in a language achievement test of the College Entrance Examination Board (CEEB) taken in or after March 1995, or by passing with an honor grade an Advanced Placement test, also offered by CEEB, in French, German, Spanish or Latin. (The number of academic units of credit awarded for honor grades in Advanced Placement exams is determined by the departments); or
- c. Completing two courses (two units) at the College above the elementary level with an average grade of at least 2.0 or a grade of at least 2.0 in the second course.

2. Additional Work in Language or Mathematics to consist of:

- a. Completing a foreign language to an advanced level, defined as passing two courses (two units) at the 200 level or above with an average grade of at least 2.0 or a grade of 2.0 in the second course, or passing a proficiency test (the nature and standard of which are determined by the departments of foreign languages with the approval of the Curriculum Committee); or
- b. Attaining knowledge of a second foreign language to be demonstrated in the same way as knowledge of the first (see section 1 above); or
- c. Completing two courses (two units) in mathematics at the 100 level or above, including at least one semester of calculus.
- d. Passing with a grade of at least 2.0 a course in mathematics that has a 100-level mathematics course as a prerequisite. Either the course taken or the prerequisite must be in calculus.

Courses used to fulfill the additional work requirement cannot also be counted toward the quantitative or Division II requirements. Courses taken to fulfill additional work in language, if they otherwise carry divisional credit, may be counted toward divisional requirements.

Foreign Language Requirement for Non-Native Speakers of English

Students whose native language is not English are those who applied to Bryn Mawr as international students (and indicated on their admission application that English is not their language of origin); who have had several years of school in a language other than English; who are able to read, write and speak this language; and who have submitted TOEFL scores as part of their admission application.

For these students, two semesters of Liberal Studies or of College Seminars fulfills the requirement for competence in language (as well as the English composition requirement). Non-native speakers of English who wish to use English to complete the requirement for additional work by completing foreign language to an advanced level must pass two courses (two units) offered by the English department at the 200 level or higher, with an average grade of at least 2.0 or a grade of 2.0 in the second course.

Divisional Requirements

Each student must complete two units in the social sciences (Division I), three units in the natural sciences and mathematics (Division II), and three units in the humanities (Division III). At least two units in Division II must be laboratory science courses, and at least two different disciplines in Division II must be represented in the total of three units. Division III includes the performing and studio arts as well as courses in the history, theory or criticism of the arts. One unit of performance or studio art may be counted toward the requirement in Division III. Students majoring in the humanities must offer at least one unit outside their major in Division III to fulfill the requirement.

Students should have made substantial progress on their divisional requirements before the start of the senior year. The requirement for laboratory work must be fulfilled before the start of the senior year. No course may satisfy more than one divisional requirement. A student may not use courses in her major subject to satisfy requirements in more than one division, unless the courses are cross listed in other departments. Neither Liberal Studies 001, 002 nor any College Seminar meets any divisional requirement.

Divisional credit is assigned by course. Students should consult the course guide published each semester to identify which courses satisfy the various divisional requirements. Each student is responsible for understanding what divisional credit she may earn for the courses she takes. The Curriculum Committee considers petitions from individual students for exceptions.

REQUIREMENTS FOR THE A.B. DEGREE

Summary of Requirements for students who matriculate in the fall of 1998 or thereafter.

For students who matriculated before the fall of 1998, see Requirements for the A.B. Degree, pages 52-54.

Thirty-two units of work are required for the A.B. degree. These must include:

1. Two units of College Seminars.
2. One course to meet the quantitative skills requirement.
3. Work to demonstrate the required level of proficiency in foreign language.
4. Six units to meet the divisional requirements.
5. A major subject sequence.
6. Elective units of work to complete an undergraduate program.

In addition, all students must complete eight half-semester of physical education and must meet the residency requirement.

College Seminar Requirement

Each student must include in her program two units of College Seminars, the first to be taken in the first semester of the freshman year and the second before the end of the sophomore year. Students must attain a grade of 2.0 or higher in each seminar used to satisfy this requirement.

Foreign Language Requirement

Before the start of the senior year, each student must have demonstrated a knowledge of one foreign language by:

- a. Passing a proficiency test offered by the College (every spring and fall); or
- b. Attaining a score of at least 690 in a language achievement test of the College Entrance Examination Board, or by passing with an honor grade an Advanced Placement, IB or A-level test; or
- c. Completing at the College two courses (two units) above the elementary level with an average grade of at least 2.0 or a grade of at least 2.0 in the second course; or
- d. For a non-native speaker of English, two semesters of College Seminar.

Quantitative Requirement

Before the start of the senior year, each student must have demonstrated competence in college level mathematics or quantitative skills by:

- a. Passing with an honor grade an Advanced Placement, IB or A-level examination in mathematics; or
- b. Passing one course with a grade of at least 2.0 from those designated with a "Q" in the Course Guide. The course or examination used to satisfy the quantitative requirement may not also be used to satisfy any other requirement.

Divisional Requirements

Before the start of the senior year, each student must have completed, with a grade of 2.0 or higher, two courses in the social sciences (Division I), two courses in the natural sciences and mathematics (Division II), and two courses in the humanities (Division III). Courses satisfying this requirement are marked "I", "II" or "III" in the course guide. Courses

identified as interdivisional, e.g. "I or III," may be used by a student to satisfy either one but not both, of the appropriate divisional requirements; but only one of the two courses used to satisfy any divisional requirement may be such an interdivisional course.

At least one required course in Division II must be a laboratory course, designated "III" in the course guide. Performance or studio courses in the Arts Program may be used to fulfill one of the two course requirements in the humanities. A student may not use courses in her major subject to satisfy requirements in more than one division, unless the courses are cross-listed in other departments. Courses taken to satisfy the College Seminars requirement will not be counted as fulfilling divisional requirements. Only one of the two courses used to satisfy any division may be fulfilled by tests such as the Advanced Placement, IB or A level taken on work done before entering Bryn Mawr.

MAJOR REQUIREMENTS

At the end of the sophomore year each student must choose a major subject and, in consultation with the departmental adviser, plan an appropriate sequence of major courses. She must complete a major work plan with the department's major adviser and submit a copy to her dean.

No student may choose to major in a subject in which she has incurred a failure, or in which her average is below 2.0.

With the consent of both major departments and of her dean, a student may double major but she should expect to complete all requirements for both major subjects.

Students may choose to major at Haverford College, in which case they must meet the major requirements of Haverford College and the degree requirements of Bryn Mawr College. A student may major in any department at Haverford. Procedures for selecting a Haverford major are available from the Haverford Dean's Office at all times and are sent to all sophomores in the early spring. Permission of the Haverford dean is required for a double major that includes a Haverford department.

Every student working for an A.B. degree is expected to maintain grades of 2.0 or above in all courses in her major subject. A student who receives a grade below 2.0 in a course in her major is reported to the Undergraduate Council and may be required to change her major. If, at the end of her junior year, a student has a major subject average below 2.0, she must change her major. If she has no alternative major, she will be excluded from the College. A student who is excluded from the College is not eligible for readmission. A student whose numerical grade average in her major remains above 2.0 but whose work has deteriorated may also be required to change her major.

A student with unusual interest or preparation in several areas could consider an independent major, one of the interdepartmental majors, a double major, a major with a strong minor, or a concentration involving work in several departments built around one major as a core. Such programs can be arranged by consulting the dean and members of the departments concerned.

A student who wishes to pursue independent study of a special area, figure or problem within a given discipline may substitute one or two units of supervised work for one or two courses, if she finds a faculty member willing and able to supervise such work.

Each department sets its own standards and criteria for honors in the major, with the approval of the Curriculum Committee. Students should see departments for details.

THE INDEPENDENT MAJOR

Students who wish to design independent majors must submit their completed applications by the Friday of the fourth week of classes in the spring of the sophomore year or, if junior transfers, by the Friday of the fourth week of classes in the fall term of the junior year.

Sophomores interested in the independent major should attend the special meeting conducted by the supervising dean (Dean Balthazar) in the fall semester. Students must enlist two faculty members who are willing to act as sponsors: one faculty member, who acts as director of the program, must be a member of the Bryn Mawr faculty; the other may be a member of either the Bryn Mawr or Haverford faculty.

The application consists of a major work plan developed with the advice of the sponsors, a personal statement and supporting letters. The work plan should show how the candidate intends to fulfill her degree requirements; show a major plan to consist of at least 11 courses, at least seven of which must be completed at Bryn Mawr unless there is a junior leave; at least four 300-level courses, which may include some senior work (a departmental senior seminar, a senior thesis or other independent supervised work). The candidate must submit a statement describing her interest in the independent major, showing how her program differs significantly from any departmental major and explaining the logic of the major work program she has submitted. A letter of support from each of the faculty sponsors must accompany the major work plan. All of the above are submitted to the supervising dean for the Committee on Independent Majors; the committee's decisions on proposals are final. The committee also approves the title of the major.

The progress of the students whose proposals are accepted is monitored by the committee. All changes in the program must be approved by the sponsor and the committee. A grade of 2.0 or higher is required for all courses in the major. If this standard is not met in a course, the student must change immediately to a departmental major.

THE MINOR

Many departments, but not all, offer a minor. Students should see departmental entries for details. The minor is not required for the Bachelor of Arts degree. A minor usually consists of six units, with specific requirements to be determined by the department. If a course taken under the Credit/No Credit (CR/NC) or Haverford College's No Numerical Grade (NNG) option (see below, page 59) subsequently becomes part of a student's minor, the grade is not converted to its numerical equivalent. There is no required average for a minor.

In addition to departmental minors, interdepartmental minors are available in Africana studies, creative writing, computer science, feminist and gender studies, Hebrew and Judaic studies, and theater and dance, and concentrations are available in environmental science, Hispanic and Hispanic-American studies, international economic relations, neural and behavioral sciences, and peace studies. See the section on Fields of Concentration and Additional Programs for further information on these courses and programs.

PHYSICAL EDUCATION

Throughout its history, the College has been committed to developing excellence in women. The Department of Athletics and Physical Education affirms the College's mission by offering a variety of opportunities to promote self-awareness, confidence and the

development of skills and habits that contribute to a healthy lifestyle. The College's comprehensive program includes competitive intercollegiate athletics, diverse physical education and wellness curricula, and leisure and recreational programs designed to enhance the quality of life for the broader campus community.

All students must complete eight credits in physical education and successfully complete a swim test. Semester and half-semester courses are offered in dance, aquatics, individual sports, team sports, outdoor recreation, wellness and fitness. Physical education credit is awarded for participation on intercollegiate teams, rugby, equestrian and ultimate frisbee club teams. Students are encouraged to complete the requirement by the conclusion of their sophomore year.

RESIDENCY

Each student must complete a minimum of 24 units while in residence at Bryn Mawr. These may include courses taken at Haverford and Swarthmore Colleges and the University of Pennsylvania during the academic year. The senior year must be spent in residence. Students who have spent the junior year away from the College must complete eight units during the senior year. Students do not normally spend more than the equivalent of four years completing the work of the A.B. degree. Exceptions to this requirement for transfer students entering as juniors are considered at the time of transfer application.

EXCEPTIONS

All requests for exceptions to the above regulations are presented to the Curriculum Committee for approval. Normally, a student consults her dean and prepares a written statement to submit to the committee; a student may, in unusual cases, request permission to appear before the committee.

ACADEMIC REGULATIONS

REGISTRATION

Procedures: Each semester all Bryn Mawr students register for the next semester's courses with the deans. Failure to register results in a \$15 fine. Once a student has selected a major, she must also consult her major adviser about her program each semester. Students must then confirm their registration with the deans and submit their final programs to the registrar on the announced days at the beginning of each semester. Failure to confirm registration results in a \$25 fine.

Normal Course Load: Students normally carry a complete program of four courses (four units) each semester. Requests for exceptions must be presented to the student's dean. Students may not register for more than five courses (five units) per semester. Requests for more than five units are presented to the Curriculum Committee for approval.

REGISTRATION OPTIONS

Credit–No Credit Option: A student may take four units over four years, not more than one in any semester, under the Credit/No Credit (CR/NC) or Haverford College’s No Numerical Grade (NNG) option. Transfer students may take one CR/NC unit for each year they spend at Bryn Mawr. A student registered for a course under either option is considered a regular member of the class and must meet all the academic commitments of the course on schedule. The instructor is not notified of the student’s CR/NC or NNG registration because this information should in no way affect the student’s responsibilities in the course.

A student may not elect both the CR/NC and NNG option in the same semester. A student registered for five courses is not permitted a second CR/NC or NNG registration.

Faculty members submit numerical grades for all students in their courses. For students registered CR/NC, the registrar converts the numerical grades of 1.0 and above to CR and the grade of 0.0 to NC for recording on the students’ official transcripts. Numerical equivalents of CR grades are available to each student from the registrar, but once the CR/NC option is elected, the grade is converted to its numerical equivalent on the transcript *only* if the course becomes part of the student’s major.

No course in the major subject may be taken under this option.

For students who matriculated before the fall of 1998, a grade of CR (1.0 or above) is required to meet divisional requirements. For students who matriculate during or after the fall of 1998, a grade of 2.0 is required to meet the College Seminar and divisional requirements, even though the grade may be covered with a CR.

Similarly, any student may elect to take a course to complete the language and mathematics requirements under the CR/NC option, but when grades of 2.0 or averages of 2.0 are required, that requirement must be met. The registrar monitors completion of requirements.

For regulations concerning NNG, see the Haverford College Academic Regulations.

Students wishing to take a course CR/NC must sign the registrar’s register by the end of the third week of classes. *No student is permitted to sign up for CR/NC after that time.* Students who wish to register for CR/NC for year-long courses in which grades are given at the end of each semester must register CR/NC in each semester because CR/NC registration does not automatically continue into the second semester in those courses. Haverford students taking Bryn Mawr courses must register for CR/NC at the Haverford Registrar’s Office.

Year-Long Courses: A few courses, including all introductory languages, are designed as year-long, two-semester sequences. In these courses students must complete the second semester in order to earn credit for both semesters. Students must have the permission of the professor to receive credit for only one semester of a year-long course. *Credit is never given for one semester of an introductory language course, although the grade is included in the G.P.A. Courses to which this rule applies are so designated in each department’s course lists.*

Some courses, including many introductory level survey courses, are designed as two-semester sequences, but students may take either semester without the other and receive credit for the course.

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Half-Credit Courses: Half-credit courses may be taken for credit at Bryn Mawr, Haverford, Swarthmore and the University of Pennsylvania. Bryn Mawr does not permit half-credit registration for the lecture or the laboratory portion of any course that normally includes both. Exceptions to this rule are made by the Curriculum Committee.

Independent Study: Most departments allow students to pursue independent study as supervised work, provided that a professor agrees to supervise the work. Requests for interdepartmental independent study generally require approval of the Curriculum Committee as well. Students pursuing independent study usually register for a course in that department numbered 403 and entitled Supervised Work, unless the department has another numerical designation for independent study. Students should consult with their deans if there are any questions regarding supervised work.

Auditing: Students may audit courses with the permission of the instructor. There are no extra charges for audited courses, and they are not listed on the transcript. Students may not register to take the course for credit after the stated date for Confirmation of Registration.

Limited Enrollment: Some courses are designated as limited enrollment in the course guide. The course guide provides details about restrictions. If consent of the instructor is required, the student is responsible for securing permission. If course size is limited, the final course list is determined by lottery. Students who have preregistered are given preference for inclusion in the lottery, but only those present on the first day of class to sign a list circulated by the instructor are considered.

Dropping a Fifth Course: Students who confirm their registration for five courses may drop one course through the third week of the semester. After the third week, students taking five courses are held to the same standards and calendars as students enrolled in four courses.

Withdrawals: No student may withdraw from a course after Confirmation of Registration, unless it is a fifth course dropped as described as above. Exceptions to this regulation may be made jointly by the professor and the appropriate dean only in cases when the student's ability to complete the course is seriously impaired due to unforeseen circumstances beyond her control.

COOPERATION WITH NEIGHBORING INSTITUTIONS

Full-time students at Bryn Mawr may register for courses at Haverford, Swarthmore and the University of Pennsylvania during the academic year without payment of additional fees according to the procedures outlined below. (This arrangement does not apply to summer schools.) Credit toward the Bryn Mawr degree is granted for such courses with the approval of the student's dean, and grades are included in the calculation of the grade point average. Bryn Mawr also has a limited exchange program with Villanova University.

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Haverford College: Students register for Haverford courses by listing them on the Bryn Mawr registration form, but students who register for Haverford courses that are limited in enrollment must follow Haverford procedures as described in the course guide.

Swarthmore College: A student may also enter Swarthmore courses on her Bryn Mawr registration form, but she must also register at Swarthmore by taking a note of permission from her dean, available in the Dean's Office, to 124 Parrish Hall, Swarthmore. She must also secure the instructor's permission.

The University of Pennsylvania: Bryn Mawr students may register for up to two liberal arts courses a semester at the University of Pennsylvania (Penn), on a space-available basis, provided that the course is not regularly offered at Bryn Mawr or Haverford. Scheduling problems are not considered an adequate reason for seeking admission to a course at Penn.

Not all courses offered at Penn are acceptable for credit toward the A.B. degree at Bryn Mawr. Students are responsible for determining that the course they wish to take is acceptable for credit toward their degree and should consult their dean about this before they register for the course.

In order to register for a course at Penn the student should consult the Penn course guide, and must take a note of permission from her dean to the College of General Studies at Penn and obtain a permit stamp from the relevant school or department at Penn. The Penn course guide and notes of permission are available in the Dean's Office.

If the Penn course guide indicates that consent of the instructor is required for enrollment in a course, the student is responsible for securing this permission from the instructor. Bryn Mawr students may not register for courses at Penn until the first week of each semester and must meet all Penn deadlines for dropping and adding courses. It is the student's responsibility to make arrangements for variations in academic calendars. Students should consult their dean if they have any questions about Penn courses or registration procedures.

Villanova University: Bryn Mawr juniors and seniors may take one course per semester in the College of Arts and Sciences at Villanova University, on a space-available basis, provided that the course is not offered at Bryn Mawr or Haverford. If the course is fully enrolled, Bryn Mawr students can be admitted only with the permission of the Villanova instructor. This exchange is limited to superior students for work in their major or in an allied field; students must have permission of both their major adviser and their dean. Courses taken on the Villanova exchange may only be taken for full grade and credit; Bryn Mawr students may not elect Villanova's pass/fail option for a Villanova course. Credits earned at Villanova are treated as transfer credits; the grades are not included in the student's grade point average, and these courses do not count toward the residency requirement.

In order to register for a course at Villanova, a student should consult the Villanova course guide, available in the Dean's Office, and obtain a registration form to be signed by her major adviser and returned to the Dean's Office. The Dean's Office forwards all registration information to Villanova; students do not register at Villanova. Students enrolled in a course at Villanova are subject to Villanova's regulations and must meet all Villanova deadlines regarding dropping and adding, withdrawal, and completion of work. It is the student's responsibility to make arrangements for variations in academic calendars. Students should consult their dean if they have any questions about Villanova courses or registration procedures.

CONDUCT OF COURSES

Regular attendance at classes is expected. Responsibility for attendance, and for learning the instructor's standards for attendance, rests solely with each student. Absences for illness or other urgent reasons are excused, and it is the student's responsibility to contact both her professors and her dean. The student should consult her instructors about making up the work. If it seems probable to the dean that a student's work may be seriously handicapped by the length of her absence, the dean may require the student to withdraw from one or more courses.

QUIZZES AND EXAMINATIONS

Quizzes: Announced quizzes — written tests of an hour or less — are given at intervals throughout most courses. The number of quizzes and their length are determined by the instructor. Unannounced quizzes may also be included in the work of any course. If a student is absent without previous excuse from a quiz, she may be penalized at the discretion of the instructor. If a student has been excused from a quiz because of illness or some other emergency, a make-up quiz is often arranged. The weight is decided by the instructor.

Examinations/Papers in Lieu of Examinations: An examination is required of all students in undergraduate courses, except when the work for the course is satisfactorily tested by other means. If a student fails to appear at the proper time for a self-scheduled, scheduled or deferred examination, or fails to return a take-home exam, she is counted as having failed the examination.

Deferred Examinations: A student may have an examination deferred by the dean only in the case of illness or some other emergency. When the deferral means postponement to a date after the conclusion of the examination period, she must take the examination at the next Deferred Examination Period.

Deadlines, Extensions and Incompletes for Written Work: Within the semester, the instructor in each course is responsible for setting the date when all written reports, essays, critical papers and laboratory reports are due. The instructor may grant permission for extensions within the semester; the written permission of the dean is not required, although professors may ask students to inform their dean of the extension or may themselves inform the dean that they have granted an extension.

All essays and written reports in any course must be submitted to the instructor no later than the last day of classes in each semester. In special cases when a student has been prevented from completing her work due to circumstances beyond her control, with the joint written permission of the instructor and the student's dean, the date for handing in a piece of written work may be extended beyond the last day of classes, and the date for handing in a paper in lieu of examination may be extended beyond the examination period. In these cases, the student must request an extension slip from her dean, take it to the instructor for approval and signature, and return it to her dean.

When written extensions are submitted to the registrar by the student's dean, the instructor submits a grade of Incomplete, which is temporarily recorded on the transcript. If the student does not meet the date set in her extension, and does not request and receive a

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further extension, the instructor is required to submit a final grade. When official extensions are not received by the registrar from the dean, and the instructor submits a grade of Incomplete, or fails to submit a grade, that grade is temporarily recorded on the transcript as an Unauthorized Incomplete. No grade, except a failure, can be recorded in place of an Unauthorized Incomplete without an extension or other appropriate action taken jointly by the student's dean and instructor.

Senior Deadlines: Seniors must submit all written work at least 48 hours before the time senior grades are due in the Office of the Registrar. Extensions beyond that date cannot be granted to any senior who expects to graduate that year.

Social Seniors: Non-graduating seniors who matriculated with the graduating class may request status as social seniors. (A non-graduating senior is a senior with any degree requirements outstanding, including physical education. Generally, those non-graduating seniors with only one outstanding requirement will be permitted to be social seniors.) Permission to be a social senior is granted by the student's dean, who conveys her permission to the registrar and the commencement office. A social senior may attend the garden party and other functions connected with commencement. She may march at the end of the graduation line with cap and gown, but without hood. At commencement, she may, if she wishes, receive the recognition of the community, but not the diploma.

Dates: Specific dates for all deadlines are published and circulated by the registrar. It is the student's responsibility to inform herself of those dates.

THE BRYN MAWR STANDARD OF WORK

The Grading System: The following grades are awarded at Bryn Mawr:

Merit	Below Merit*	Failure
4.0	1.7	0.0
3.7	1.3	
3.3	1.0	
3.0		
2.7		
2.3		
2.0		

* Passing, but not satisfying requirements.

Changes of Grades: Changes of grades that have been entered on the transcript are made only by vote of the faculty at faculty meetings. The request to the faculty is made by the instructor. Students who have questions about grades should direct them to the instructor.

The Merit Rule: A student must attain grades of 2.0 or above in at least one-half of the total number of courses taken while at Bryn Mawr. She may be excluded from the College at the close of any semester in which she has failed to meet this requirement and is automatically excluded if more than one-half of her work falls below 2.0 at the close of her junior year. A student who is excluded from the College is not eligible for readmission.

The Standard of Work in the Major Subject: Every student working for an A.B. degree is expected to maintain grades of 2.0 or above in all courses in her major subject. No student may choose as her major subject one in which she has received a grade below 1.0 or one in which her average is below 2.0.

Any student receiving a grade below 2.0 in any course in her major subject is reported to the Undergraduate Council and may be required to change her major.

At the end of the junior year, a student having a major subject average below 2.0 must change her major. If she has no alternative major, she is excluded from the College and is not eligible for readmission.

The Undergraduate Council: The Undergraduate Council, composed of the dean of the Undergraduate College, the associate and assistant deans, and one faculty member from each department, reviews the records of all students whose work has failed to meet the academic standards of the College. A student's record is brought to the attention of the council when (a) she has incurred a failure or NC following a previous failure or NC, or (b) when her work has failed to meet (1) the general standards embodied in the Merit Rule or (2) the specific standards in the major subject. The Undergraduate Council also reviews the record of any student whose work has seriously deteriorated.

A student whose record is brought before the council has a consultation with her dean and receives a letter specifying the standards she must meet by the end of the following semester. A student whose record has been reviewed by the council is put on probation the following semester, or the semester of her return if she has been asked to withdraw, and may be required to meet regularly with her dean. Faculty members are requested to submit mid-semester reports for students whose work has been unsatisfactory. Students who meet the standards specified by the council during the semester on probation are then no longer on probation.

Any student whose record is reviewed by the council may be required to withdraw from the College and present evidence that she can do satisfactory work before being readmitted. The council may also recommend to the president that the student be excluded from the College. An excluded student is not eligible for readmission to the College.

DISTINCTIONS

The degree of Bachelor of Arts may be conferred *cum laude*, *magna cum laude*, and *summa cum laude*.

Cum laude: G.P.A. 3.40. In calculating the G.P.A., grades behind CR, NC or NNG are *not* included. Summer school grades from Bryn Mawr earned on this campus *are* included, as are summer school grades from Avignon and Florence. No other summer school grades are included. Term-time grades from Haverford College, Swarthmore College and the University of Pennsylvania, earned on the exchange, *are* included. Term-time grades transferred from other institutions are *not* included.

Magna cum laude: G.P.A. 3.60. In calculating the G.P.A., grades behind CR, NC or NNG are included. Summer school and term-time grades are included or not as for *cum laude*.

Summa cum laude: G.P.A. 3.80. The degree is awarded *summa cum laude* to the 10 students with the highest G.P.A. in the class, providing they are 3.80 or higher. Grades behind CR,

behind CR, NC or NNG are included. Summer school and term-time grades are included or not as for *cum laude*.

CREDIT FOR WORK DONE ELSEWHERE

All requests for transfer credit must be approved by the Transfer Credit Committee. Credit may be transferred for liberal arts courses taken at accredited four-year colleges and universities, provided that the student earns grades of 2.0 or C (C- grades are not acceptable for transfer credit) or better in these courses. Work done at approved foreign institutions is also accepted for transfer credit; in cases where numerical or letter grades are not given, the Transfer Credit Committee considers written evaluations of the student's work to determine whether she has earned the equivalent of at least 2.0 grades for this work. Grades earned in courses accepted for transfer credit are not included in the grade point average.

A student wishing transfer credit must submit an official transcript to the registrar. A student who wishes to meet College requirements (such as the English composition, mathematics and language, or divisional requirements) at Bryn Mawr with courses taken elsewhere during the academic year must obtain approval from her dean or the registrar. In some cases, the student may be asked to obtain the approval of the appropriate department.

Credit is calculated on an hour-for-hour basis. Four semester hours are the equivalent of one unit of credit. Students taking a semester or year of course work away from Bryn Mawr must take the normal full-time course load at the institution they are attending in order to receive a semester (four units) or a year (eight units) of transfer credit. Usually 15 or 16 semester hours, or between 22 and 24 quarter hours, is the equivalent of four units at Bryn Mawr; between 30 and 32 semester hours, or 45 and 48 quarter hours, is the equivalent of eight units at Bryn Mawr. Students who complete less than a full-time program with grades of at least 2.0 or C receive proportionally less transfer credit.

A student who wishes to spend a semester or a year away from Bryn Mawr as a full-time student at another institution in the United States should have the institution and her program approved in advance by her dean, her major adviser and other appropriate departments. Students who plan foreign study need the approval of the Foreign Study Committee in addition to that of her dean, major adviser and other appropriate departments.

Students who transfer to Bryn Mawr from another institution may transfer a total of eight units. Exceptions to this rule for junior transfers are considered at the time of the student's transfer application.

Students may use work that is not transferred for credit to satisfy College requirements, provided that such work would meet the standards for transfer credit.

Summer School: A student who wishes to present summer school work for credit must obtain advance approval of her plans from her dean and must submit an official transcript to the registrar. No credit is given for a course graded below 2.0 or C (C- grades are not acceptable). Credit is calculated as closely as possible on an hour-for-hour basis. A total of no more than four units earned in summer school may be counted toward the degree; of these, no more than two units may be earned in any one summer.

Credit for College or University Work Taken Before Graduation from Secondary School: Students may receive no more than two units of transfer credit for courses taken prior to graduation from secondary school, provided that these courses were not counted toward secondary school graduation requirements. Requests for transfer credit for work

done prior to secondary school graduation are subject to the same provisions and procedures as all other requests for transfer credit.

DEPARTURE FROM THE COLLEGE

Procedures: Every student who leaves Bryn Mawr prior to graduation must see her dean and complete a Notice of Departure. For a student departing during the academic year, some fees may be refundable. The specific dates of the refund schedule are published annually and are available in the offices of the dean, comptroller and registrar. For resident students, the date of departure is the date on which keys are returned to the Office of Public Safety. The comptroller does not calculate a refund until notice is received that keys have been returned.

Leave of Absence: Please refer to page 45.

Medical and Psychological Leaves: Please refer to page 46.

Required Withdrawal: A student whose behavior disrupts either the normal conduct of academic affairs or the conduct of life in the residence halls may be asked to withdraw by the Dean of the Undergraduate College, in consultation with the student's dean and, if appropriate, the chair of the student's major department. If the student wishes to appeal the decision, a committee consisting of three faculty members from the Executive Committee of the Undergraduate Council, the president of the Self-Government Association, and the head of Honor Board hears the student, the dean and, when appropriate, the student's department chair. The committee makes its recommendations to the President of the College; the President's decision is binding. In cases of required withdrawal, no fees are refunded.

Withdrawal: Students who withdraw, whether by choice or as a result of the above procedures, must apply for readmission if they wish to return. Students who wish to return from withdrawal should request an application for readmission from their dean.

HAVERFORD COLLEGE ACADEMIC REGULATIONS

Bryn Mawr students in Haverford courses are subject to Haverford regulations as applied and interpreted by the Haverford deans. For the purposes of these regulations, a course is defined as a Haverford or Bryn Mawr course solely on the basis of its designation in the course list ("B" for Bryn Mawr and "H" for Haverford), not the campus on which it is taught.

ACADEMIC REGULATIONS AT SWARTHMORE COLLEGE, THE UNIVERSITY OF PENNSYLVANIA AND VILLANOVA UNIVERSITY

Bryn Mawr students enrolled in courses at these institutions are subject to the regulations of these institutions. It is the student's responsibility to inform herself about these regulations.

CURRICULAR OPPORTUNITIES

PREMEDICAL PREPARATION

The Bryn Mawr curriculum offers courses which meet the requirements for admission to the leading medical schools of the country, and each year a significant number of Bryn Mawr graduates enter these schools. The minimal requirements for most medical schools are met by one year of English, one year of biology, one year of general chemistry, one year of organic chemistry, one year of calculus and one year of physics. Students planning premedical work should consult early in their careers with the staff in the Health Professions Office in Canwyll House. For a list of scholarships to Bryn Mawr graduates for medical study, see page 291.

POSTBACCALAUREATE PREMEDICAL PROGRAM

A postbaccalaureate premedical program is available to graduates of Bryn Mawr and other four-year accredited institutions through Bryn Mawr's Special Academic Programs. For further information, see page 32.

PREPARATION FOR LAW AND BUSINESS SCHOOLS

There is no prescribed program of courses required for admission to law or business school; a student with a strong record in any field can compete successfully for admission. Students considering careers in law should consult Dean Heyduk, the College's pre-law adviser. Students interested in further education in business and in careers in business should consult the Career Development Office.

TEACHING CERTIFICATION

Students majoring in liberal arts fields that are taught in secondary school may, by appropriate planning early in their undergraduate career, prepare themselves to teach in the public junior and senior high schools of Pennsylvania. By reciprocal arrangement, the Pennsylvania certificate is accepted by a number of other states. A student who wishes to teach should consult her dean, the Education Program adviser and the chair of the department concerned early in her college career so that she may make appropriate curricular plans. For further information, see the Education Program, page 247.

THE 3-2 PROGRAM IN ENGINEERING AND APPLIED SCIENCE

The College has negotiated arrangements with the University of Pennsylvania whereby a student interested in engineering and recommended by Bryn Mawr may, after completing three years of work at the College, transfer into the third year of one of the engineering schools at Penn, to complete two full years of work there. At the end of five years she is

awarded a Bachelor of Arts degree by Bryn Mawr and a Bachelor of Science degree by Penn. Programs are available in many areas of specialization, including: aeronautical, biomedical, chemical, civil, computer science, materials science, mechanical and systems engineering.

In her three years at Bryn Mawr the student must complete the College Seminars, quantitative, foreign language and divisional requirements, as well as a prescribed science program and the basis for a Bryn Mawr major. (Students completing one of these programs have had majors at Bryn Mawr in biology, chemistry, mathematics or physics.) Students do not register for this program in advance; rather, they complete a course of study that qualifies them for recommendation by the College for application in the spring semester of their third year at the College. Prerequisites for recommendation include completion of courses required by the engineering program and by Bryn Mawr. Approval of the student's major department is necessary for the transfer of credit from the engineering program to complete the major requirements at Bryn Mawr.

Students considering this option should consult Dean Behrend and the major adviser of the Department of Physics at the time of registration for Semester I of the freshman year. Interested students are encouraged to write to the physics adviser prior to their arrival at the College because careful planning of course enrollments is needed to meet both the College's graduation requirements and the engineering prerequisites. Students should consult with the physics adviser each semester to ensure that all requirements are being completed on a satisfactory schedule.

THE 3-2 PROGRAM IN CITY AND REGIONAL PLANNING

This arrangement with the Department of City and Regional Planning at the University of Pennsylvania allows a student to earn an A.B. degree with a major in the Growth and Structure of Cities at Bryn Mawr and a degree of Master of City Planning at the University of Pennsylvania in five years. While at Bryn Mawr the student must complete the College Seminar, quantitative, foreign language and divisional requirements and the basis of a major in the Growth and Structure of Cities. The student applies to the Master of City Planning program at Penn in her sophomore or junior year. No courses taken prior to official acceptance into the Master of City Planning may be counted toward the master's degree, and no more than eight courses may be double counted toward both the A.B. and the M.C.P. after acceptance. For further information students should consult Gary McDonogh, director of the Growth and Structure of Cities Program, early in their sophomore year.

Preparation for Architecture School. Although Bryn Mawr offers no formal degree in architecture or a set pre-professional path, students who wish to pursue architecture as a career may prepare for graduate study in the United States and abroad through courses offered in the Growth and Structure of Cities Program (see page 154). Students interested in architecture and urban design should pursue the studio courses (226, 228) in addition to regular introductory courses. They should also select appropriate electives in architectural history and urban design (including classes in Classical and Near Eastern Archaeology, East Asian Studies and History of Art) to gain a broad exposure to architecture over time as well as across cultural traditions. Affiliated courses in physics and calculus meet requirements of graduate programs in architecture; theses may also be planned to incorporate design

Curricular Opportunities

projects. These students should consult as early as possible with Daniela Voith and Carola Hein in the Growth and Structure of Cities program.

SUMMER PROGRAMS IN LANGUAGES

Institut d'Etudes Françaises d'Avignon: Bryn Mawr offers a summer program of intensive work in significant aspects of French culture. The coeducational program is open to students from Bryn Mawr and other colleges. Some of the courses carry graduate credit. The institute director and faculty members are French professors teaching in colleges and universities in the United States and Europe. Classes are held at the Palais du Roure, and the facilities of the Médiathèque Ceccano are available to the group. Students live with families in Avignon. Applicants for admission must have strong academic records and have completed a course in French at a third-year college level or the equivalent. For detailed information concerning admission, curriculum, fees, academic credit and scholarships, students should consult Professor Mahuzier of the Department of French.

Summer Program in Florence: Bryn Mawr, in conjunction with the University of Pennsylvania, offers a summer program of intensive study in Florence. Focusing on Italian language, culture, art and literature, the coeducational program is open to students from Bryn Mawr and other colleges and universities. Courses carry full, transferable credit and are taught by professors from institutions in both the United States and Europe. Applicants must have a solid academic background and a serious interest in Italian culture, but need not have previous course work in Italian; introductory classes are offered. Students can make their own travel and housing arrangements, though most choose to travel to Italy with the group and stay at a pensione conveniently located in the center of Florence. Information about these accommodations is available through the program. Some need-based financial aid is available. For information, contact Professor Patruno in the Department of Italian.

The College also participates in summer programs with the American Council of Teachers of Russian (A.C.T.R.) programs in Moscow, St. Petersburg and other sites in Russia. For further information, students should consult the Department of Russian about the A.C.T.R. programs.

STUDY ABROAD IN THE JUNIOR YEAR

Qualified students who have the approval of their major departments and their dean may apply for permission to study in a foreign country for a semester or a year. The College has approved approximately 50 programs in colleges and universities in other countries. Applicants must have strong academic records and must give evidence of competence in the language of the country in which they plan to study. At least two years of study at the college level are necessary to provide adequate language preparation for study in non-English speaking countries. All students who are considering study abroad in the junior year should consult Li-Chen Chin, the director of international programs, at the beginning of the sophomore year about the procedure, and confer with their deans and major departments to make sure their intended studies abroad are coordinated with the plan for the major subject and the completion of requirements.

Students who study abroad include majors across the humanities, the social sciences, and the life and physical sciences. In recent years, students have studied in Argentina, Australia,

Bryn Mawr College

Canada, Chile, China, Costa Rica, Egypt, France, Germany, Greece, Hungary, India, Ireland, Israel, Italy, Japan, Kenya, Mexico, Russia, Senegal, Spain, Taiwan, Thailand, Turkey, the United Kingdom and Zimbabwe.

Students who study abroad for the semester or the year pay the home tuition and, for programs which include food and housing, room and board fees to Bryn Mawr. The College, in turn, pays the program fees directly to the institution abroad and provides the student with a travel allowance to and from the program. Students who are eligible for financial aid at Bryn Mawr may apply for aid for the period in which they are studying abroad on an approved program. While there is a limit to the aid available to fund study abroad, it is expected that the needs of most eligible students will be covered. If it is not possible to aid all students who wish to go, priority is given to those whose academic programs are most enhanced by study abroad. A committee consisting of faculty members and the study abroad adviser determines the preference ranking for the aid.

RESERVE OFFICER TRAINING CORPS

Bryn Mawr students are eligible to participate in the Air Force Reserve Officer Training Corps (AFROTC) through a cross-enrollment agreement with St. Joseph's University. All AFROTC aerospace studies courses are held on the St. Joseph's campus. This program enables a Bryn Mawr student to earn a commission as an Air Force officer while concurrently satisfying her baccalaureate degree requirements.

The AFROTC program of aerospace studies at St. Joseph's University offers both two-year and four-year curricula leading to a commission as a second lieutenant in the Air Force. In the four-year curriculum, a student takes the General Military Course during the freshman and sophomore years, attends a four-week summer training program, and then takes the Professional Officer Course (POC) in the junior and senior years. The student is under no contractual obligation to the Air Force until entering the POC or accepting an Air Force scholarship. In the two-year curriculum, the student attends a five-week summer training program and then enters the POC in the junior year.

The subject matter of the freshman and sophomore year is developed from a historical perspective and focuses on the scope, structure and history of military power with an emphasis on the development of air power. During the junior and senior years, the curriculum concentrates on the concepts and practices of leadership and management, and the role of national security forces in contemporary American society.

In addition to the academic portion of the curricula, each student participates in a two-hour Leadership Laboratory each week. During this period the day-to-day skills and working environment of the Air Force are discussed and explained. The Leadership Lab uses a student organization designed for the practice of leadership and management techniques.

The AFROTC program offers two-, two-and-a-half, three-, and three-and-a-half-year scholarships on a competitive basis to qualified applicants. All scholarships cover tuition, lab fees, a flat rate allowance for books, plus a \$200 tax-free monthly stipend. All members of the POC, regardless of scholarship status, receive the \$200 tax-free monthly stipend plus \$1,500 per semester for those not on scholarship.

Degree credit allowed toward the Bryn Mawr A.B. for AFROTC courses is determined on an individual basis. For further information about the AFROTC cross-enrollment program, scholarships and career opportunities, contact the Professor of Aerospace Studies, AFROTC Det. 750, St. Joseph's University, 5600 City Avenue, Philadelphia, PA 19131, (215) 871-8324. Interested students should also consult their dean.



AREAS OF STUDY 2000-01

Key to Course Numbers

- 001-099 Elementary and intermediate courses. With the exception of Greek 001 and Russian 001, these courses are not part of the work in the major.
- 100-199 First-year courses
- 200-299 Second-year courses
- 300-399 Advanced courses in the major
- 400-499 Special categories of work (e.g., 403 for a unit of supervised work)

Some of the courses listed together (e.g., French 001-002) are full-year courses. Students must complete the second semester of a full-year course in order to receive credit for both semesters. Full-year courses are indicated by the phrase “both semesters are required for credit” in the course description. Other courses listed together (e.g., History 201, 202) are designed as two-semester sequences, but students receive credit for completing either semester without the other.

A semester course carries one unit of credit and is the equivalent of four semester hours or six quarter hours. Some courses carry one-half unit each semester; students should check the course guide for unit listing.

Selected Haverford College courses are listed in this catalog when applicable to Bryn Mawr programs. Consult the Haverford catalog for full course descriptions. Students should consult their dean or major adviser for information about Swarthmore College, University of Pennsylvania (Penn) and Villanova University courses pertinent to their studies. Catalogs and course guides for Swarthmore, Penn and Villanova are available in the Dean’s Office.

Listed in each department are courses that have been offered in the last four years, most of them on a regular basis. Whenever possible, courses which will not be offered in the current year are so noted. Additional information, indicating regular scheduling patterns for certain courses, is also provided whenever possible.

For the most up-to-date information on courses, times of offerings, and instructors, students should consult the Bryn Mawr-Haverford Course Guide, which is published at the time of pre-registration for the fall semester. Each course description includes information about prerequisites. In parentheses following the description are: the name of the instructor or instructors; the College requirements that the course meets, if any; and information on cross listing.

Key to Phrases Describing Requirements

Quantitative Skills: Indicates courses that meet the requirement for work in mathematics or Quantitative Skills.

Division I: Indicates courses that meet part of the divisional requirement for work in social science.

Division III: Indicates courses that meet the laboratory science part of the divisional requirement for work in the natural sciences and mathematics.

Division II: Indicates courses that meet part of the divisional requirement for work in natural sciences or mathematics, but not the laboratory science part of the Division II requirement.

Division III: Indicates courses that meet part of the divisional requirement for work in the humanities.

COLLEGE SEMINARS

Coordinator:

E. Jane Hedley, *K. Laurence Stapleton Professor of English and
Associate Provost for Special Academic Programs*

Steering Committee:

Carol L. Bernstein, *Mary E. Garrett Alumnae Professor of English and
Professor of Comparative Literature* (on leave, 2000-01)

Jane Caplan, *Marjorie Walter Goodhart Professor of History*

Linda Caruso-Haviland, *Director of Dance and Senior Lecturer in the Arts*

Alison Cook-Sather, *Director of the Bryn Mawr-Haverford Teacher Education Program and
Assistant Professor of Education*

Michelle M. Franci, *Associate Professor of Chemistry*

Paul Grobstein, *Eleanor A. Bliss Professor of Biology*

Gail Hemmeter, *Director of Writing Support Services*

Joseph E. Kramer, *Professor of English*

George S. Pahomov, *Professor of Russian*

Stephen G. Salkever, *Mary Katharine Woodworth Professor of Political Science*

The College Seminars are discussion-oriented, reading- and writing-intensive courses for first- and second-year students. All students are required to take a College Seminar 1 during the first semester of their first year, and a College Seminar 2 at some point during the next three semesters. Topics vary from year to year, but all seminars are designed and taught by faculty from several different fields and are intended to engage broad, fundamental issues and questions. These courses have a predisciplinary rather than an interdisciplinary intent: their aim is to revisit and revitalize questions that tend to be taken as settled by existing disciplines. Course materials include books and essays but also films, material objects, social practices, scientific observations and experiments.

Seminars offered in recent years include:

COLLEGE SEMINAR 1

The Dance of the Spheres: the Interplay Between the Arts and the Sciences in the Search for Knowledge Using models and experiences from the sciences, arts and literature, this course explores the varied and often unexpected interplay of different ways of knowing which have come to characterize the Western intellectual tradition. Questions to be considered include: how do we as individuals and as cultures grow in our knowledge of ourselves and the universe; how do the ways of knowing which we construct affect what we know; are all ways of knowing created equal?

Female or Male: What Difference Does It Make? What does it mean to be male or female? Starting with a biological perspective on the question, the course looks at various ways in which maleness and femaleness are (or have been supposed to be) played out in the cognitive, emotional and moral behavior of boys and girls, men and women.

Higher Education Consideration of a variety of theoretical and personal accounts of the central questions of our own enterprise: What different things can we mean by “education?” Why a college education? For whom? For what?

Human Understanding in a Material World A consideration of the similarities, complementarities and differences between scientific and literary perspectives on the human condition, with a focus on such questions as the nature of truth and reality, and the relation between physical reality and the pictures of it generated by the human mind.

Ideas of Culture A consideration of various ways of talking about cultures — travelers’ accounts, ethnographies, discussions of high and low culture, urban cultures and the meaning of culture in an age of multiculturalism.

Religion and Public Life in America An examination of a variety of answers to the question, What should be the relationship between religion and politics?, with primary reference to the contemporary United States. What can we make of the coming together of a multiplicity of religious communities within a political order apparently based on Enlightenment rationality?

Technology and Culture An exploration of several approaches — fictional, historical and scientific — to understanding and evaluating the complex relationship of technology and modern culture.

COLLEGE SEMINAR 2

Finding the Bias: Tracing the Self Across Contexts A variety of literary, historical and analytic texts are used to explore the problem of “finding a bias,” of developing a critical perspective and crafting a self within the context of the various facts, ideas, experiences and relationships that set the terms of our identities.

The Concept of Time A study of the ways of thinking about and representing the experience of time, working through a variety of philosophical, literary and scientific texts and other media.

Understanding Change: Uncertainty and Objectivity in the Ancient, Modern and Postmodern West Can a changing world be understood objectively, or are we limited by whatever subjective perspective we bring to the task of understanding? Or both? This question is considered in a variety of theoretical and literary contexts, from the present-day controversies about deconstruction and the natural sciences to Nietzsche, Descartes and Plato.

Departmental and Interdepartmental Majors

ANTHROPOLOGY

Professors:

Richard S. Davis, Ph.D., *Chair*

Philip L. Kilbride, Ph.D., *The Mary Hale Chase Chair in the Social Sciences and Social Work and Social Research*

Assistant Professors:

Mary M. Doi, Ph.D.

Steve Ferzacca, Ph.D.

Senior Lecturer:

Janet M. Monge, Ph.D.

Lecturer:

Pallabi Chakravorty, Ph.D.

Affiliated Faculty:

Gary W. McDonogh, Ph.D., *Professor and Director of the Growth and Structure of Cities Program*

Anthropology is a holistic study of the human condition in both the past and the present. The anthropological lens can bring into focus the social, cultural, biological and linguistic variations that characterize the diversity of humankind throughout time and space. The frontiers of anthropology can encompass many directions: the search for early human fossils in Africa, the excavations of prehistoric societies and ancient civilizations, the analysis of language use and other expressive forms of culture, or the examination of the significance of culture in the context of social life.

Requirements in the major are 101, 102, 303, 398, 399, an ethnographic area course which focuses on the cultures of a single region, and four additional 200- or 300-level courses in anthropology. Students are encouraged to select courses from each of four sub-fields of anthropology (e.g., archaeology, bio-anthropology, linguistics, sociocultural).

Qualified students may do departmental honors in their senior year. Honors are based on the quality of the senior thesis (398, 399). Units of independent work may be taken with the approval of the instructor in the department.

Requirements for a minor in anthropology are 101, 102, 303, one ethnographic course, and two additional 200- or 300-level courses in anthropology.

Students may elect to do part of their work away from Bryn Mawr. Courses that must be taken at Bryn Mawr include 101, 102 (103 at Haverford), 303, 398 and 399.

101. Introduction to Anthropology: Archaeology and Human Relations The place of humans in nature, human evolution and the history of culture to the rise of early civilizations in the Old and New Worlds. (Davis, Monge, Division I)

102. Introduction to Anthropology: Cultural Anthropology An introduction to the methods and theories of cultural anthropology in order to understand and explain cultural similarities and differences among contemporary societies. (Doi, staff, Division I)

106. Sex and Gender in Crosscultural Perspectives Studies a variety of societies including the United States to explore how people distinguish between "male" and "female." Examines biological and cultural explanations of difference and inequality using anthropological models of kinship, economics, politics and the expressive arts. (Doi, Division I) *Not offered in 2000-01.*

185. Urban Culture and Society (McDonogh, Division I; cross listed as Growth and Structure of Cities 185)

201. Philosophy of Social Science: Introduction to Cultural Analysis An examination of the relation between the philosophical theory of relativism and the methodological problems of crosscultural investigation. Selected anthropological theories of culture are evaluated in terms of their methodological and philosophical assumptions with attention to questions of empathetic understanding, explanation, evidence and rational assessment. Prerequisite: Anthropology 102 or another introductory course in the social sciences or philosophy or permission of instructor. (Kilbride, Krausz, Division I or III; cross listed as Philosophy 210) *Not offered in 2000-01.*

203. Human Ecology The relationship of humans with their environment; culture as an adaptive mechanism and a dynamic component in ecological systems. Human ecological perspectives are compared with other theoretical orientations in anthropology. Prerequisites: Anthropology 101, 102 or permission of the instructor. (Davis, Division I)

206. Conflict and Conflict Management: A Crosscultural Approach (Ross, Division I; cross listed as Political Science 206)

208. Human Biology A traditional focus in physical anthropology, human biology encompasses an overview of how humans, as individuals and populations, are similar and different in their biology and how this can be studied and understood. We consider the relationships between human populations and their environment, integrating aspects of human physiology, demographic ecology and human genetics, both at the molecular and population levels. Prerequisite: Anthropology 101 or permission of instructor. (Monge, Division I) *Not offered in 2000-01.*

209. Human Evolution The position of humans among the primates; processes of biocultural evolution; the fossil record; and contemporary distributions of varieties of humans. Prerequisite: Anthropology 101 or permission of instructor. (Monge, Division I) *Not offered in 2000-01.*

Anthropology

210. Medical Anthropology An examination of the linkages between culture, society, disease and illness. A wide range and distribution of health related experiences, discourse, knowledge and practice among different societies and among different positionings within society are considered. Sorcery, witchcraft, herbal remedies, healing rituals, folk illnesses, modern disease, scientific medical perception, clinical technique and epidemiology are examined as diagnoses and therapies embedded within social forms and practices that are culturally informed and anchored in a particular historical moment. Prerequisite: Anthropology 102 or permission of instructor.

(Ferzacca, Division I) *Not offered in 2000-01.*

212. Primate Evolution and Behavior An exploration of the aspects of the biology and behavior of living primates as well as the evolutionary history of these close relatives. The major focus of this study is to provide the background upon which human evolution is best understood. (Monge, Division I)

213. Food and Human Bio-Cultural Evolution An exploration of the nature and the adaptive context of the human-food interplay from the beginning of the human line in tropical Africa to the appearance of modern humans in virtually all global environments. Emphasis is placed on the nature and evidence for human food-getting behavior through time and the attendant human biological influences and modifications. Prerequisites: Anthropology 101, 102 or permission of instructor.

(Davis, Monge, Division I) *Not offered in 2000-01.*

220. Methods and Theory in Archaeology An examination of techniques and theories archaeologists use to transform archaeological data into statements about patterns of prehistoric cultural behavior, adaptation and culture change. Theory development, hypothesis formulation, gathering of archaeological data and their interpretation and evaluation are discussed and illustrated by examples; theoretical debates current in American archaeology are reviewed; and the place of archaeology in the general field of anthropology is discussed. Prerequisite: Anthropology 101 or permission of instructor. (Davis, Division I)

222. The Politics of Identity in Central Asia An introduction to the diverse peoples and rich cultures of Central Asia. Explores relationships between the expressive arts and the bases of identity such as religion, gender and nationality. Includes case studies of the influence of Islam on women in performing arts, the arts as tools of social reform in Soviet Central Asia, and the importance of cultural production in nation-building in post-Soviet Central Asia. Prerequisites: Anthropology 102 or permission of instructor. (Doi, Division I)

223. Anthropology of Dance An overview of anthropological theories and methods for studying dance and human movement. Issues about group membership, symbolic behavior, gender and political hegemony acquire novel ramifications when asked in the context of dance. Students try their hands at dance making and writing about dance to explore these issues as participants and scholars in addition to reading case histories examining dance in the United States, New Guinea, the Philippines, Brazil and Hawaii. Prerequisites: Anthropology 102, 106, Dance 140, 240, 241, or permission of instructor.

(Doi, Division I or III; cross listed as Arts Program – Dance 223)

225. Paleolithic Archaeology A study of the Paleolithic archaeological record from Europe, Asia and Africa, focusing on the dynamics of cultural evolution; cultural and natural transformations leading to the Neolithic Revolution are also examined. Laboratory work with prehistoric materials is included. Prerequisite: Anthropology 101 or permission of instructor. (Davis, Division I) *Not offered in 2000-01.*

228. East African Social, Political and Cultural Development An examination of various problems of East African development: urbanization, poverty, social deviance, class inequality, capitalist business enterprises, ethnic divisions, governmental mismanagement and corruption, popular culture, and the economic role of women. Implications of social change for children are included. Methodology emphasizes anthropological ethnographic techniques and findings.

(Kilbride, Washington, Division I; cross listed as Sociology 228) *Not offered in 2000-01.*

229. Comparative Urbanism (McDonogh, Division I; cross listed as Growth and Structure of Cities 229 and East Asian Studies 229)

236. Evolution A lecture/discussion course on the development of evolutionary thought, generally regarded as the most profound scientific event of the 19th century; its foundations in biology and geology; and the extent of its implications to many disciplines. Emphasis is placed on the nature of evolution in terms of process, product, patterns, historical development of the theory, and its applications to interpretations of organic history. Lecture three hours a week. Prerequisite: a 100-level science course or permission of instructors. (Gardiner, Saunders, Davis; cross listed as Biology 236 and Geology 236)

240. Traditional and Pre-Industrial Technology An examination of several traditional technologies, including chipped and ground stone, ceramics, textiles, metallurgy (bronze), simple machines, and energy production; emphasizing the physical properties of various materials, production processes and cultural contexts both ancient and modern. Weekly laboratory on the production of finished artifacts in the various technologies studied. Prerequisite: permission of instructor. (Davis, Division I) *Not offered in 2000-01.*

246. Women's Narratives on Modern Migrancy, Exile and Diaspora

(Seyhan, Division III; cross listed as Comparative Literature 245 and Growth and Structure of Cities 246)

251. Ethnography of Southeast Asia An introduction to the social and cultural complexity of a region, Southeast Asia, which includes Myanmar (Burma), Thailand, Cambodia, Vietnam, Malaysia, Brunei, Indonesia and the Philippines. Classic and contemporary ethnographies explore both the diversity and similarities among groups who inhabit this region. Topics include subsistence strategies and economies, forms of social organization, expressive cultures, cultural practices and contemporary political developments. (Ferzacca, Division I)

252. Global/Local Perspectives on Asian-American Identities This course examines Asian-American identity formations from an anthropological perspective that simultaneously holds in view the global and local processes affecting these formations. Topics include migration, diaspora, citizenship, discrimination and identity as features of

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global/local social forms and practices that have consequences in the lives of Asian-Americans. A combination of ethnography, historical sources, literature, film, music, dance and other expressive forms of culture will be used to explore these issues. Prerequisites: social sciences major, Anthropology 102, ethnic studies independent major, or permission of instructor. (Ferzacca, Chakravorty, Division I)

253. Childhood in the African Experience An overview of cultural contexts and indigenous literatures concerning the richly varied experience and interpretation of infancy and childhood in selected regions of Africa. Cultural practices such as pregnancy customs, naming ceremonies, puberty rituals, sibling relationships and gender identity are included. Modern concerns such as child abuse, street children and other social problems of recent origin involving children are considered in terms of theoretical approaches current in the social sciences. Prerequisites: anthropology major, any social sciences introductory course. Africana concentration, or permission of instructor. (Kilbride, Division I)

303. History of Anthropological Theory A consideration of the history of anthropological theories and the discipline of anthropology as an academic discipline that seeks to understand and explain society and culture as its subjects of study. Several vantage points on the history of anthropological theory are engaged to enact an historically-charged anthropology of a disciplinary history. Anthropological theories are considered not only as a series of models, paradigms or orientations, but as configurations of thought, technique, knowledge and power that reflect the ever-changing relationships among the societies and cultures of the world. Prerequisite: at least one additional anthropology course at the 200 or 300 level. (Kilbride, Division I)

304. Modernism and Postmodernism An advanced seminar for seniors that considers the claim that modernist projects in anthropology invoked a “political and epistemological crisis” for which postmodernist undertakings in ethnography provide a response. Features of modernism and modernity, postmodernism and postmodernity are explored using a combination of theory and ethnography. Prerequisite: Anthropology 303 or permission of instructor. (Ferzacca, Division I) *Not offered in 2000-01.*

323. Clinical Encounter An exploration of major theories, methodological issues and conceptual frameworks informing the practice of medical anthropology in clinical and community settings. Case materials are drawn from research in North America and Europe. The clinical encounter, broadly defined to include medical clinics and community services, is considered as a social process and therefore open to ethnographic inquiry. Prerequisite: Anthropology 210 or permission of instructor. (Ferzacca, Division I)

324. Political Ecology An examination of the historical and political factors in the shaping of human-environment interactions. Relations of local populations to a wider world of political-economic dynamics are considered. (Newberry, Division I) *Not offered in 2000-01.*

335. Elite and Popular Culture (McDonogh, Division I; cross listed as Growth and Structure of Cities 335) *Not offered in 2000-01.*

336. Evolutionary Biology: Advanced Topics (Gardiner, Saunders, Monge; cross listed as Biology 336 and Geology 336) *Not offered in 2000-01.*

341. Cultural Perspectives on Human Sexuality, Marriage and the Family A consideration of various perspectives that inform our understanding of cross-cultural constructions of sexuality, marriage and the family. Sociobiology, deviance, feminism, social constructionism, and cultural evolutionary approaches are compared using primarily anthropological-ethnographic case examples. Applications emphasize current United States socially-contested categories such as AIDS, plural marriage, gender diversity, divorce and rape. Prerequisite: biology, history, or social sciences major, or feminist and gender studies concentration, or permission of instructor. (Kilbride, Division I) *Not offered in 2000-01.*

350. Advanced Topics in Gender Studies An intensive, comparative ethnographic investigation into gender differentiation and gender hierarchy, emphasizing social, structural and symbolic dimensions, with attention to the implications of gender studies for anthropological theory and method. Prerequisites: a 200-level ethnographic area course or permission of instructor. (Doi, Division I)

359. Topics in Urban Culture and Society: Public Space/Public Sphere (staff, Division I or III; cross listed as Growth and Structure of Cities 360)

360. Advanced Topics in Human Evolution A seminar for advanced students in human evolutionary studies. Topics include discussions of all phases of human history from Plio/Pleistocene hominines to the appearance of *Homo sapiens sapiens*. Prerequisite: Anthropology 209 or permission of instructor. (Monge, Division I)

361. Advanced Topics in Political Anthropology An overview of theoretical issues in political and legal anthropology with comparative analysis of ethnographic case studies of contemporary phenomena such as globalization, decolonization and transnationalism. Prerequisite: a 200-level ethnographic course or permission of instructor. (Doi, Division I)

398, 399. Senior Conferences The topic of each seminar is determined in advance in discussion with seniors. Sections normally run through the entire year and have an emphasis on empirical research techniques and analysis of original material. Class discussions of work in progress and oral and written presentations of the analysis and results of research are important. A senior's thesis is the most significant writing experience in the seminar. (staff, Division I)

403. Supervised Work Independent work is usually open to junior and senior majors who wish to work in a special area under the supervision of a member of the faculty and is subject to faculty time and interest. (staff)

Haverford College's offerings in anthropology:

103a. Introduction to Anthropology

155a. Themes in the Anthropology of Religion: Ritual

209b. Anthropology of Education: State of the Debate

210b. History and Theory of Anthropology

- 241b. Anthropology of the Mediterranean
- 247a. Anthropology of Literature: Ethnography of Black South African Writing, 1888-1988
- 263a. Anthropology of Space and Architecture
- 267b. The Arts and Social Activism
- 356b. Social and Cultural Theory: Levi-Strauss and Philippe Descola
- 450b. Senior Thesis Seminar

ASTRONOMY

At Haverford College

Professors:

Stephen P. Boughn, Ph.D.
Jerry P. Gollub, Ph.D., *Chair*
R. Bruce Partridge, D.Phil.

The objective of a major in astronomy is to study the phenomena of the extraterrestrial universe and to understand them in terms of the fundamental principles of physics.

Requirements in the major subject are: Astronomy 204a; Astronomy 305a; three additional 300-level astronomy courses, one of which may be replaced by an upper-level physics course; one 400-level astronomy course which may be replaced by an upper-level physics course; and three written three-hour comprehensive examinations. Prerequisites are Physics 105a, Physics 106b, Physics 213a and Physics 214b. Two 200-level mathematics courses are also required. Bryn Mawr equivalents may be substituted for the non-astronomy courses.

101a. Astronomical Ideas Fundamental concepts and observations of modern astronomy, such as the motions and surface properties of the planets, the birth and death of stars, and the properties and evolution of the universe. Not intended for students majoring in the natural sciences. (Partridge, Division II)

112b. Survey of the Cosmos A study of the properties and evolution of the universe and of large systems within it. The qualitative aspects of general relativity (including black holes) and of mathematical models for the geometry of the universe are also studied, along with the history of the universe from its early exponential expansion to the formation of galaxies. The role of observations in refining modern scientific understanding of the structure and evolution of the universe is stressed. The approach is quantitative, but any mathematics beyond straightforward algebra is taught as the class proceeds. (Partridge, Division II) *Offered in 2002-03 and alternate years.*

114b. Planetary Science A study of the overall structure of the solar system, the laws governing the motions of the planets, the general processes affecting the surface properties of planets, and the surprising properties of planets found in other stellar systems. (Partridge, Division II) *Offered in 2001-02 and alternate years.*

152i. The Physics of the Cosmos This is a half-credit course intended for prospective science majors but will be primarily qualitative in nature with an emphasis on the conceptual aspects of the cosmos. Topics include black holes, quasars, neutron stars, supernovae, dark matter, the Big Bang beginning of the universe, and Einstein's relativity theories. Prerequisite: Physics 101 or 105a (at Haverford), or Physics 101 or 103 (at Bryn Mawr), or equivalent. (staff)

204a. Astrophysics I: Introduction to Astrophysics A survey of modern astrophysics: planets, stars, galaxies, interstellar matter, and cosmology. Some observational work is required. Prerequisites: Physics 105a and 106b, Mathematics 114b or equivalent. (Boughn, Division II)

305a. Astrophysics II: Stellar Structure and Evolution and the Interstellar Medium A study of the stars and their environments. About two-thirds of the course is devoted to the theory of the structure of stellar interiors and atmospheres and the theory of stellar evolution; and the remaining one-third covers the interstellar medium. Prerequisites: Astronomy 204a and Physics 214b. (Boughn) *Offered in 2000-01 and alternate years.*

313c. Observational Optical Astronomy This is a one-credit, full-year course. The course consists of five observing projects that primarily involve using the CCD camera on a 16" Schmidt-Cassegrain telescope. Projects include variable star photometry; H-alpha imaging; imaging and photometry of galaxies; star cluster photometry; instruction in the use of image processing software and CCD camera operation. Students work in groups of two with minimal faculty supervision. Formal reports are required. Prerequisite: Astronomy 204a. (Boughn)

320b. Cosmology and Extragalactic Astronomy The theory of the origin, evolution and large-scale structure of the universe (Big Bang theory). Review of the relevant observational evidence. A study of remote galaxies, radio sources, quasars and intergalactic space. Prerequisite: Astronomy 204a. (Partridge) *Offered in 2001-02 and alternate years.*

322b. Non-Optical Astronomy Introduction to the basic techniques of radio astronomy, including aperture synthesis, and the various mechanisms that give rise to line and continuum emission at radio wavelengths. Some discussion of other branches of non-optical astronomy (including X-ray, neutrino, cosmic-ray, gravitational wave, infrared and ultraviolet). Prerequisite: Astronomy 204a. (Partridge) *Offered in 2000-01 and alternate years.*

404a,b. Research in Astrophysics Intended for students who choose to complete an independent research project in astrophysics under the supervision of a faculty member. Prerequisite: permission of instructor. (staff)

480a,b. Independent Study Intended for students who want to pursue some topic of study that is not currently offered in the curriculum. In order to enroll, a student must have a faculty sponsor. Prerequisite: permission of instructor. (staff)

BIOLOGY

Professors:

Karen F. Greif, Ph.D., *Major Adviser*

Paul Grobstein, Ph.D., *Eleanor A. Bliss Professor*

Professor of Biology and Psychology:

Margaret A. Hollyday, Ph.D. (on leave, 2000-01)

Associate Professors:

Peter D. Brodfuehrer, Ph.D., *Chair*

David J. Prescott, Ph.D.

Assistant Professors:

Tamara L. Davis, Ph.D.

Ann L. Herzig, Ph.D., *on the Clowes Professorship in Science and Public Policy*

Senior Laboratory Lecturer:

Stephen L. Gardiner, Ph.D. (on leave, semester II 2000-01)

Lecturer:

Lauren J. Sweeney, Ph.D.

Laboratory Assistant:

Charlotte G. MacLean, Ph.D.

The programs of the Department of Biology are designed to introduce students to unifying concepts and broad issues in biology, and to provide the opportunity for in-depth inquiry into topics of particular interest through course work and independent study. Introductory and intermediate-level courses examine the structures and functions of living systems at all levels of organization from molecules, cells and organisms to populations. Advanced courses encourage the student to gain proficiency in the critical reading of research literature, leading to the development, defense and presentation of an independent project. In addition, there are opportunities for other types of independent research projects with particular faculty.

Course requirements for a major in biology include two semesters of introductory biology, 101 and 102 (or 103 plus either 101 and 102, with the department's consent); five courses from the following list: 201, 202, 204, 209, 210, 220, 236, 271, 303, 304, 308, 309, 322, 340, 341, 343 and 367, of which at least three must be laboratory courses; one course from the following list: 389, 390, 391, 392, 393, 394 and 395; two semesters of 403, supervised laboratory research, may be substituted for one of the required laboratory courses. In addition, two semester courses in general chemistry, two semester courses in organic chemistry, and two semester courses in introductory physics are required for the major in biology. Students with scores of 4 or 5 on their Advanced Placement examinations, or equivalent International Baccalaureate scores, will receive divisional credit only; they may not be used for the major in biology. A student wishing to enter biology courses at the 200 level without having taken Biology 101 and 102 must take the departmental placement

exam. A minor in biology consists of six semester courses in biology. Courses in other departments may be substituted for major or minor requirements with the department's permission.

The biology department participates with other departments in offering two concentrations within the major: Neural and Behavioral Sciences (see page 261) and Environmental Sciences (see page 251).

Honors can be achieved by maintaining a course average of 3.7 in the major and required allied subjects. Final selection for honors is made by the biology faculty from the list of eligible students.

The college offers a certification program in secondary teacher education (see page 247). Stipends for summer research projects are usually available, and interested students should seek out an appropriate faculty supervisor in the spring prior to beginning the project.

101. Introduction to Biology I: Molecules to Cells A comprehensive examination of topics in biochemistry, cell and molecular biology, and genetics. Lecture three hours, laboratory three hours a week. (staff, Division IIL)

102. Introduction to Biology II: Organisms to Populations A comprehensive examination of the biology of organisms: organismal diversity, physiology and developmental biology; evolutionary biology and ecology. Lecture three hours, laboratory three hours a week. Biology 101 is strongly recommended. (staff, Division IIL)

103. Biology: Basic Concepts An introduction to the major concepts of modern biology which both underlie and emerge from exploration of living systems at levels of organization ranging from the molecular and biochemical through the cellular and organismal to the ecological. Emphasis is placed on the observational and experimental bases for ideas which are both common to diverse areas of biology and represent important contributions of biology to more general intellectual and social discourse. Topics include the chemical and physical basis of life, cell theory, energetics, genetics, development, physiology, behavior, ecology and evolution. Lecture three hours, laboratory three hours a week. (staff, Division IIL)

201. Genetics An introduction to heredity and variation, focusing on topics such as classical Mendelian genetics, linkage and recombination, chromosome abnormalities, population genetics, and molecular genetics. Examples of genetic analyses are drawn from a variety of organisms, including bacteria, viruses, *Drosophila* and humans. Lecture three hours, laboratory three scheduled hours a week; some weeks require additional hours outside of the regularly scheduled lab. Prerequisites: Biology 101, 102 and Chemistry 103, 104. (T. Davis, Division IIL)

202. Neurobiology and Behavior An introduction to the attempt to understand behavior in terms of the nervous system. A brief overview of fundamental principles of nervous system structure is followed by consideration of several topics chosen to illustrate how studies of the nervous system illuminate behavior and studies of behavior contribute to better understanding of the nervous system. Examples cover a wide variety of invertebrate and vertebrate species, including humans. Lecture three hours a week. Prerequisites: Biology 101, 102 or permission of instructor. (Grobstein, Division II)

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204. Histology A lecture and laboratory course examining the cellular structure of tissues and the ways in which those tissues are combined to form the major organs of the body. The features of tissues which are most relevant to an understanding of general principles of cell biology are emphasized, along with the histologic structure of organs to their functions. Lecture three hours, lab three hours a week. Prerequisite: Introductory Biology. (Sweeney, Division IIL)

209. Environmental Toxicology An introduction to certain natural and man-made toxins and the impact these toxins have on ecosystems. Effects on animal and plant systems are emphasized, but effects on humans are considered also. Risk analysis is presented and reference is made to the economic impact of these toxins and the efforts to eliminate or control their presence in the ecosystem. The development of policy to control toxins in the environment, and the many factors — political, economic, ethical and public health — that play a role in policy development are analyzed. Lecture three hours a week. A required two-day field trip is taken in late spring; an extra fee is collected for this trip. Prerequisite: permission of instructor. (Prescott, Division II)

210. Biology and Public Policy A lecture/discussion course on major issues and advances in biology and their implications for public policy decisions. Topics discussed include reproductive technologies, genetic screening and gene therapy, environmental health hazards, and euthanasia and organ transplantation. Readings include scientific articles, public policy and ethical considerations, and lay publications. Lecture three hours a week. Prerequisite: one semester of introductory biology or equivalent, or permission of instructor. (Greif, Division II)

220. Ecology A study of the interactions between organisms and their environments. Current environmental issues and how human activities influence the biota are also discussed. Students become familiar with ecological principles and with the methods ecologists use to address tricky ecological issues. Because sound ecological theory rests on a good understanding of natural history, students learn to develop their natural history intuition by making weekly field observations and keeping a field journal. Lecture three hours a week. Prerequisite: Introductory Biology. (Herzig, Division II)

236. Evolution A lecture/discussion course on the development of evolutionary thought, generally regarded as the most profound scientific event of the 19th century; its foundations in biology and geology; and the extent of its implications to many disciplines. Emphasis is placed on the nature of evolution in terms of process, product, patterns, historical development of the theory, and its applications to interpretations of organic history. Lecture three hours a week. Prerequisite: a 100-level science course or permission of instructors. (Gardiner, Saunders, R. Davis; cross listed as Anthropology 236 and Geology 236)

271. Developmental Biology An introduction to animal embryology and the concepts of developmental biology. Concepts are illustrated by analyzing the experimental observations that support them. Topics include gametogenesis and fertilization, morphogenesis, cell fate specification, pattern formation, regulation of gene expression, sex determination, and neural and behavioral development. The laboratory focuses on vertebrate embryology and involves study of prepared slides and observations and experiments on living embryos. Lecture three hours, laboratory three scheduled hours a week; some weeks

require additional hours outside of the regularly scheduled lab. Prerequisites: Biology 101, 102 or permission of instructor. (Sweeney, Division IIL)

301. Organismal Biology: Vertebrate Structure A comparative study of major organ systems in different vertebrates. Similarities and differences are considered in relation to organ system function and in connection with evolutionary relationships among vertebrate classes. Laboratories include dissection, demonstrations, films and an introduction to histological technique. Two three-hour lecture/laboratories a week. Prerequisites: Biology 101, 102 or equivalent, one 200-level biology course, and permission of instructor. (Gardiner) *Not offered in 2000-01.*

303. Animal Physiology A comprehensive study of animal function: physical and chemical processes in tissues, organs and organ systems that form the basis of the function of the organism. Homeostasis, control systems and the structural bases of function are emphasized. Laboratories are designed to introduce basic electrophysiological techniques and the practice of scientific inquiry. Lecture three hours, laboratory three hours a week. Prerequisites: Biology 101, 102, Chemistry 103, 104, or permission of instructor. (Brodfehrer) *Not offered in 2000-01.*

304. Cell and Molecular Neurobiology A comprehensive examination of the cellular and molecular properties of neurons and how these properties govern the structure and function of the nervous system. Laboratories are designed to introduce basic electrophysiological techniques and the practice of scientific inquiry. Lecture three hours, laboratory three hours a week. Prerequisites: Biology 101, 102, 202, and Chemistry 103, 104. (Brodfehrer)

308. Field Ecology An examination of the tools that ecologists use to discover how natural systems function. Most class meetings are conducted outdoors, either on campus or in surrounding natural areas, such as Ridley Creek State Park. Students learn how to identify local wildflowers and trees and become familiar with major groups of insects and stream macroinvertebrates. In many labs, experiments are designed to address particular ecological questions. Students are expected to keep a field journal in which they record their observations and thoughts during field excursions. Each student also conducts an independent research project, which includes writing a short paper and giving an oral presentation describing the study. One two-hour lecture/laboratory, one four-hour lecture/laboratory a week. Prerequisites: Biology 220, permission of instructor. (Herzig)

309. Biological Oceanography A comprehensive examination of the principal ecosystems of the world's oceans, emphasizing the biotic and abiotic factors that contribute to the distribution of marine organisms. A variety of marine ecosystems are examined, including rocky intertidal, estuarine, open ocean and deep sea hydrothermal vents, and hydrocarbon seeps, with an emphasis on the distinctive characteristics of each system and the assemblage of organisms associated with each system. Lecture three hours, laboratory three hours a week. One required field trip and other occasional field trips as allowed for by scheduling. Prerequisites: Biology 101, 102, and one 200-level science course, or permission of instructor. (Gardiner) *Not offered in 2000-01.*

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322. Neurochemistry A seminar course on selected topics concerning the nervous system, stressing chemical and biochemical approaches. Topics include the composition and function of myelin in central versus peripheral nervous system; the chemistry and biology of nerve growth factor, neurotransmitter metabolism and interactions with receptors, roles of other neuromodulators and receptors in neural function. Prerequisites: Biology 341 or 343 and permission of instructor. (Prescott) *Not offered in 2000-01.*

336. Evolutionary Biology: Advanced Topics A seminar course on current issues in evolution. Discussion based on readings from the primary literature. Topics vary from year to year. One three-hour discussion a week. Prerequisite: Biology 236 or permission of instructor. (Gardiner, Saunders, Monge; cross listed as Anthropology 336 and Geology 336) *Not offered in 2000-01.*

340. Cell Biology A lecture course with laboratory emphasizing current knowledge in cell biology. Among topics discussed are cell membranes, cell surface specializations, cell motility and the cytoskeleton, regulation of cell activity, energy generation, and protein synthesis. Laboratory experiments are focused on studies of cell structure, making use of techniques in cell culture and immunocytochemistry. Lecture three hours, laboratory four hours a week. Prerequisites: Biology 201 or 271, Chemistry 211, 212 (may be taken concurrently), or permission of instructor. One semester of biochemistry is recommended. (Greif)

341, 343. Introduction to Biochemistry A course on the structure, chemistry and function of amino acids, proteins, lipids, polysaccharides and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids and amino acids, and the control of various pathways; protein synthesis. Lecture three hours, laboratory four hours a week or library project. Prerequisite: Chemistry 212. (Prescott)

367. Computational Models of Biological Organization The organization of living systems in general reflects a web of interactions among large numbers of diverse elements. In recent years, it has become possible to develop intuitions and gain insights into such organization by using computers to explore the properties that emerge from various kinds of interactions among various elements. In this course, students are introduced to some existing computer-based simulations of living systems, and use them to further develop their own insights into biological organization. Two three-hour laboratory sessions a week. Prerequisites: prior biology course work above the introductory level; permission of instructor. (Grobstein)

389. Senior Seminar and Research Tutorial in Evolutionary Morphology Topics of current interest and significance in morphology, especially invertebrate morphology, are examined with critical readings and oral presentations of work from the primary literature. In addition, students are provided with hands-on experience in certain techniques used in morphological studies, e.g., preparation and staining of tissues, use of light and electron microscopes, and interpretation of micrographs. Students write, defend and publicly present one long research paper or thesis. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: permission of instructor. (Gardiner)

390. Senior Seminar and Research Tutorial in Ecology A focus on the interactions among organisms and their environments. Students read and discuss current and classic research papers from the primary literature. Topics may be wide ranging, including biogeographic patterns, behavioral ecology, population and community dynamics, and ecosystem functioning. We may also take up current environmental issues, such as global warming, global nitrogen additions, habitat degradation and fragmentation, loss of biodiversity, and the introduction of alien species. The effects of these human-induced changes on the biota are also examined. Students write, defend and publicly present one long research paper or thesis. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: Biology 220 or permission of instructor. (Herzig)

391. Senior Seminar and Research Tutorial in Biochemistry Topics of current interest and significance in biochemistry are examined with critical readings and oral presentations of work from the research literature. In addition, students write, defend and publicly present one long research paper or thesis. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisites: Biology 341, 343 or corequisite, or permission of instructor. (Prescott)

392. Senior Seminar and Research Tutorial in Physiology An advanced course in the study of the organization and function of physiological systems from the molecular level to the organismal level. Specific topics related to the organization and function of physiological systems are examined in detail using the primary literature. In addition, students write, defend and publicly present one long research paper or thesis. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: Biology 202, 303, or 304, or permission of instructor. (Broduehrer) *Not offered in 2000-01.*

393. Senior Seminar and Research Tutorial in Genetics Topics of current interest and significance in genetics are examined with critical readings and oral presentations of work from the research literature. In addition, students write, defend and publicly present one long research paper or thesis. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: Biology 201 or permission of instructor. (T. Davis)

394. Senior Seminar and Research Tutorial in Developmental Neurobiology Topics of current interest and significance in developmental neurobiology are examined with critical readings and oral presentations of work from the research literature. In addition, students write, defend and publicly present one long research paper or thesis. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: Biology 271 or permission of instructor. (Hollyday) *Not offered in 2000-01.*

395. Senior Seminar and Research Tutorial in Cell Biology Topics focus on areas of current research interest in cell biology, such as regulation of the cell cycle, the cell biology of cancer, and cell death. Students read and make critical presentations of papers from the current research literature. In addition, students write, defend and publicly present one long research paper or thesis. Three hours of class lecture and discussion a week,

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supplemented by frequent meetings with individual students. Prerequisite: Biology 340 or permission of instructor. (Greif)

396. Topics in Neural and Behavioral Science A seminar course dealing with current issues in the neural and behavioral sciences. It provides advanced students concentrating in neural and behavioral sciences with an opportunity to read and discuss in depth seminal papers that represent emerging thought in the field. In addition, students are expected to make presentations of their own research. (Thomas; cross listed as Psychology 396)

397. Senior Seminar in Environmental Studies (Greif; cross listed as Geology 397)

401. Supervised Research in Neural and Behavioral Sciences Laboratory or library research under the supervision of a member of the Neural and Behavioral Sciences committee. Required for those with the concentration. Prerequisite: permission of instructor. (staff; cross listed as Psychology 401)

403. Supervised Laboratory Research in Biology Laboratory research under the supervision of a member of the department. Prerequisite: permission of instructor. (staff)

Haverford College offers the following courses in biology, some of which are half-semester courses:

- 100b. What is Life?
- 200a. Cell Structure and Function
- 217b. Biological Psychology
- 221a. The Primate Origins of Society
- 300a. Biochemistry of Proteins and Nucleic Acids
- 300b. Laboratory in Microscopy and Immunology
- 301d. Genetic Analysis
- 302e. Cell Architecture
- 304h. Biochemistry: Metabolic Basis of Disease
- 306g. Inter- and Intra-Cellular Communication
- 307h. The Cell in Development
- 308e. Immunology
- 309g. Molecular Neurobiology
- 350d. Patterning in the Nervous System
- 351g. Molecular Motors and Biological Nano-Machines
- 352h. Cellular Immunology
- 353e. Matter of Life and Death
- 355g. Signal Transduction and Cell Biology
- 359d. Molecular Oncology
- 402. Senior Research Tutorial in Meiosis
- 405. Senior Research Tutorial in Signal Transduction
- 406. Senior Research Tutorial in Cell Immunology
- 407. Senior Research Tutorial in Cell Biology
- 408. Senior Research Tutorial in Life and Death Decisions
- 409. Senior Research Tutorial in Molecular Neurobiology
- 410. Senior Research Tutorial at Off-Campus Research Labs

CHEMISTRY

Professors:

Sharon J. Nieter Burgmayer, Ph.D.

Frank B. Mallory, Ph.D., *W. Alton Jones Professor*

Associate Professors:

Michelle M. Francel, Ph.D.

Susan A. White, Ph.D., *Chair*

Assistant Professors:

William P. Malachowski, Ph.D.

Edward A. Wovchko, Ph.D.

Lecturers:

Lisa E. Chirlian, Ph.D.

Silvia Porello, Ph.D.

Senior Laboratory Lecturers:

Krynn DeArman Lukacs, Ph.D., *Major Adviser*

Mary Ellen Nerz-Stormes, Ph.D.

The undergraduate course program in chemistry is designed to give students a sound background in both theoretical and practical aspects of four main fields: organic chemistry, physical chemistry, inorganic chemistry and biological chemistry. Laboratory work is emphasized to provide students with modern training in experimental skills and analytical techniques. The core program, consisting of courses at the 100 level and 200 level, covers fundamental principles of chemistry. This core program provides the basis for advanced work at the 300 level and 400 level, in which students encounter contemporary problems in chemistry and the progress that is being made toward solving them.

The requirements for a major in chemistry include the following 10 courses (or their equivalents): Chemistry 103 (or 101), 104, 211, 212, 221, 222, 231, 242 and any two courses selected from among Chemistry 311, 312, 321, 332, 345 or any chemistry course at the 500 level. Other required courses are Mathematics 101, 102 and 201, and Physics 103/104 or 101/102 (or their equivalents). All A.B. recipients who complete this program are certified by the American Chemical Society as having met that society's high standards for an undergraduate degree in chemistry.

Majors are encouraged to take additional chemistry courses at the 300 (or 500) level and at the 400 (research) level beyond the requirements of the standard program. Additional courses in mathematics and other natural sciences can contribute breadth to the chemistry major. Examples of interdisciplinary courses related to chemistry are geochemistry (Geology 302) and molecular genetics (Biology 304). A reading knowledge of German can be valuable for work in chemistry beyond the undergraduate level.

A typical schedule for the standard chemistry major involves taking Chemistry 103 (or 101) and 104 and Math 101/102 in the freshman year; Chemistry 211 and 212, Math 201, and Physics 103/104 or 101/102 in the sophomore year; Chemistry 221, 222, 231 and 242 in the junior year, and appropriate advanced courses in the senior year. Note that Math 201

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(a fall course) or its equivalent should be completed by the end of the sophomore year. Students contemplating a chemistry major are urged to consult with the major adviser as early as possible.

Students may receive an A.B. degree in chemistry with a concentration in biological chemistry by fulfilling the requirements for a major in chemistry, including Chemistry 345 as one of the two required advanced courses, and also by completing two semesters of work in biology at or above the 200 level. The two biology courses chosen to fulfill this requirement must be approved by the major adviser.

The A.B. degree with honors in chemistry will be awarded to students who complete the major in chemistry and also meet the following further requirements: two semesters of supervised research in chemistry (Chemistry 403) with a grade of at least 3.3 in each semester; the submission of an acceptable paper describing the results of that research; an additional semester of work at the 300 level (or 500 level) in chemistry beyond the two advanced courses required for the standard chemistry major; and a grade point average, calculated at the end of the senior year, of at least 3.4 in all chemistry courses taken.

A student may qualify for a minor in chemistry by completing a total of six courses in chemistry, one of which must be either Chemistry 221 or 222. Biology 341 may be counted as one of the required six courses. At least two of the six courses must be taken at Bryn Mawr College.

To earn an M.A. degree in chemistry in the College's A.B./M.A. program, a student must complete the requirements for an undergraduate chemistry major and also must complete six units of graduate level work in chemistry. Of these six units, as many as two units may be undergraduate courses at the 300 level taken for graduate credit (these same two courses may be used to fulfill the major requirements for the A.B. degree), at least two units must be graduate seminars at the 500 level, and two units must be graduate research at the 700 level leading to the submission of an acceptable M.A. thesis. Other requirements are the demonstration of skill in computing or in a foreign language, a written final examination covering material in the candidate's special field, and an oral examination.

101. Introduction to Chemistry For students with little previous work in chemistry. Chemistry 101 covers the same topics as Chemistry 103, but with extra class hours to develop fundamental skills. Laboratory identical to Chemistry 103. Lecture five hours, laboratory three hours a week. Prerequisite: math readiness or permission of instructor. (Chirlian, Lukacs, Division IIL)

103. General Chemistry For students with some background in chemistry. Students with strong preparation are directed to consider Chemistry 103L. Section 1 for freshmen only, Section 2 for all other students. The atomic theory of matter; stoichiometry of chemical reactions; properties of gases, liquids, and solids; phase changes; the electronic structure of atoms; chemical bonding; introduction to thermodynamics; the chemistry of representative nonmetallic elements. Lecture three hours, laboratory three hours a week. Prerequisite: math readiness or permission of instructor. (staff, Francel, Lukacs, Division IIL)

103L. General Chemistry For students with strong preparation in chemistry, but who are not ready to take Chemistry 211 (Organic Chemistry). Topics include properties of solids, liquids and gases; the electronic structure of atoms and bonding; introduction to thermodynamics; and some chemical reactions. Recitation one hour, laboratory three hours a week. Enrollment limited to 25 freshmen. Prerequisite: Advanced Placement score of 3, or

satisfactory performance on Bryn Mawr's placement test given during freshman orientation, or permission of instructor. Does not meet Division II requirement by itself; students must continue with Chemistry 104. (Franel, Lukacs)

104. General Chemistry A continuation of either Chemistry 103 or 101. Section 1 for freshmen only, Section 2 for all other students, Section 3 for interested freshmen intending to major in science. Ionic equilibria; introduction to chemical kinetics, electrochemistry, and radiochemistry; the chemistry of representative metallic elements. Lecture three hours, laboratory three hours a week. Prerequisite: Chemistry 103 or 101. (Wovchko, Burgmayer, Chirlian, Lukacs, Division IIL)

211. Organic Chemistry An introduction to the principles of organic chemistry, including synthetic and spectroscopic techniques. Lecture three hours, recitation one hour, laboratory five hours a week. Prerequisite: Chemistry 104. (Mallory, Nerz-Stormes, Division IIL)

212. Organic Chemistry A continuation of Chemistry 211 with an exploration of complex chemical reactions and syntheses utilizing structure-reactivity principles. Lecture three hours, recitation one hour, laboratory five hours a week. Prerequisite: Chemistry 211. (Malachowski, Nerz-Stormes, Division IIL)

221. Physical Chemistry Introduction to quantum theory and spectroscopy, preliminary thermodynamics for Chemistry 222. Atomic and molecular structure; molecular modeling; rotational, vibrational, electronic and magnetic resonance spectroscopy; gas laws; first and second laws of thermodynamics. Lecture three hours, laboratory five hours a week. Prerequisites: Chemistry 104 and Mathematics 201. Corequisites: Chemistry 211 and Physics 101 or 103. (Wovchko, staff, Division IIL)

222. Physical Chemistry A continuation of Chemistry 221. Modern thermodynamics, with application to phase equilibria, interfacial phenomena and chemical equilibria; statistical mechanics; chemical dynamics. Kinetic theory of gases; chemical kinetics. Lecture three hours, laboratory four hours a week. Prerequisite: Chemistry 221. Corequisites: Chemistry 212 and Physics 102 or 104. (Franel, staff, Division IIL)

231. Inorganic Chemistry Bonding theory; structures and properties of ionic solids; symmetry; crystal field theory; structures, spectroscopy, stereochemistry, reactions and reaction mechanisms of coordination compounds; acid-base concepts; descriptive chemistry of main group elements. Lecture three hours, laboratory five hours a week. Corequisite: Chemistry 221. (Burgmayer, staff, Division IIL)

242. Biological Chemistry The structure, chemistry and function of amino acids, proteins, lipids, polysaccharides and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids and amino acids, and the control of various pathways; protein synthesis. Lecture three hours, laboratory five hours a week. Prerequisites: Chemistry 212 and 221. Corequisite: Chemistry 222. (White, Division IIL)

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311. Advanced Organic Chemistry An examination of the methods and concepts used in the synthesis of complex organic molecules. Lecture three hours a week. Prerequisites: Chemistry 212 and 222. (Malachowski, Division II)

312. Advanced Organic Chemistry Principles of physical organic chemistry with emphasis on reaction mechanisms, reactive intermediates and stereochemistry. Lecture three hours a week. Prerequisites: Chemistry 212 and 222. (Mallory, Division II)

321. Advanced Physical Chemistry The application of quantum chemistry to chemical bonding and molecular spectroscopy. Lecture three hours a week. Prerequisites: Chemistry 212 and 222 or permission of instructor. (Franel, Division II) *Not offered in 2000-01.*

332. Advanced Inorganic Chemistry A) Organometallic chemistry, including discussion of structure and bonding, reaction types, and catalysis; B) Bioinorganic chemistry, illustrating structural, enzymatic and pharmaceutical applications of transition metals in biological chemistry. Lecture three hours a week. Prerequisite: Chemistry 231. (Burgmayer, Division II)

345. Advanced Biological Chemistry Physical biochemistry of proteins and nucleic acids; spectroscopic and other techniques for biopolymers. Literature readings will cover recent HIV, RNA and protein research. Lecture three hours a week. Prerequisites: Chemistry 222 and 242. (White, Division II)

362. Directed Readings in Chemistry on the Internet Students at Bryn Mawr and other colleges and universities worldwide read a common set of papers on a selected topic. These readings are discussed via the Internet by the entire group of participating students and faculty. The course is coordinated by the American Chemical Society's Division of Chemical Education and may not be offered every semester. Prerequisites: Chemistry 221, 222, 231, 242 and permission of department. *Not offered in 2000-01.*

403. Supervised Research in Chemistry Many individual research projects are available, each under the supervision of a member of the faculty. Laboratory at least 10 hours a week. Prerequisite: permission of faculty supervisor. (Burgmayer, Franel, Mallory, White, Wovchko, Malachowski)

Graduate seminars in chemistry are open to qualified undergraduates with the permission of the department.

Haverford College offers the following courses in chemistry:

- 100a. General Chemistry I
- 101b. General Chemistry II
- 151b. Case Studies in Chemistry
- 220a. Organic Chemistry I
- 221b. Organic Chemistry II

CLASSICAL AND NEAR EASTERN ARCHAEOLOGY

Professors:

Stella Miller-Collett, Ph.D., *Rhys Carpenter Professor and Chair*
(on leave, semester II 2000-01)

Richard S. Ellis, Ph.D.

James C. Wright, Ph.D. (on leave, 2000-01)

Associate Professor:

A. A. Donohue, Ph.D., *Major Adviser and Acting Chair* (on leave, semester I 2000-01)

Lecturer:

Jean MacIntosh Turfa, Ph.D.

The curriculum of the department focuses on the cultures of the Mediterranean regions and the Near East in antiquity. Courses treat aspects of society and material culture of these civilizations as well as issues of theory, method and interpretation.

Major requirements: The major requires a minimum of 10 courses. Core requirements are Archaeology 101 and 102, one course in history, and two semesters of the senior conference. Additional requirements are determined in consultation with the major adviser. Additional course work in subjects related to archaeology is offered in the Departments of Anthropology, Geology, Growth and Structure of Cities, Hebrew and Judaic Studies, History of Art, and Greek, Latin and Classical Studies.

Each student's course of study to meet major requirements will be determined in consultation with the undergraduate major adviser in the spring semester of the sophomore year. Students considering majoring in the department are encouraged to take the introductory courses early in their undergraduate career and should also seek advice from departmental faculty. Students who are interested in interdisciplinary concentrations or in spending a junior year abroad are strongly advised to seek assistance in planning their major early in their sophomore year.

Minor Requirements: The minor requires six courses. Core requirements are Archaeology 101 and 102 in addition to four other courses selected in consultation with the major adviser.

Languages: Majors who contemplate graduate study in Classical fields should incorporate Greek and Latin into their programs. Those who plan graduate work in Near Eastern or Egyptian may take appropriate ancient languages at the University of Pennsylvania, such as Middle Egyptian, Akkadian and Sumerian. Any student considering graduate study in archaeology should study French and German.

Fieldwork: The department strongly encourages students to gain fieldwork experience and assists them in getting positions on field projects in North America and overseas. From time to time the department carries out its own field projects, and undergraduates may be invited to participate in them.

Classical and Near Eastern Archaeology

Study Abroad: Study abroad is encouraged if the program is approved by the department. Major credit for courses taken is given on a case-by-case basis. Normally credit will not be given for courses that are ordinarily offered by the department.

Departmental Honors: A semester-long research project, culminating in a lengthy paper written under the supervision of a member of the department, is required to be considered for honors. Students can register for honors — a unit of independent study (403) in either semester of the senior year — at the invitation of the department and the supervising faculty member. Honors are granted if the final paper is considered of superior quality (3.3 or above).

101. The Uses of the Past: Introduction to Egyptian and Near Eastern

Archaeology A historical survey of the archaeology and art of the ancient Near East, Egypt and the prehistoric Aegean. Three hours of class, one hour of special topics each week. (Ellis, Division III). *Offered in the spring.*

102. The Uses of the Past: Introduction to Greek and Roman Archaeology A historical survey of the archaeology and art of Greece, Etruria and Rome. Three hours of class, one hour of special topics each week. (Miller-Collett, Division III). *Offered in the fall.*

201. Preclassical Greek Art and Archaeology The art and archaeology of Greece and its Mediterranean neighbors between the end of the Bronze Age and the Persian invasion (ca. 1100 - 480 B.C.E.), the period which saw the rise of the city-state, the introduction of democracy, and the spread of Greek civilization by colonization and trade. The architecture, painting, sculpture and minor arts will be studied with attention to their historical and cultural contexts. (Donohue, Division III) *Not offered in 2000-01.*

202. Classical Greek Art and Archaeology The art and archaeology of Greece and its Mediterranean neighbors between the Persian invasion of 480 B.C.E. and the rise of Macedonia in the mid-fourth century B.C.E., the period which saw the rise of Athens, the achievements of the Periclean democracy, and the dissolution of Athenian power in the wake of the Peloponnesian War. The architecture, painting, sculpture and minor arts will be studied with attention to their historical and cultural contexts. (Donohue, Division III)

204. Iron Age, Italian and Etruscan Art and Archaeology The art and archaeology of peninsular from the Iron Age down to the period of the Early Republic of Rome, with special focus on the culture of the Etruscans and their interaction with the Greeks and Romans. (Turfa, Division III) *Not offered in 2000-01.*

208. Ancient Near Eastern History The history of ancient western Asia (Mesopotamia, Anatolia, Syria/Palestine) from the middle of the fourth millennium B.C.E. to the rise of the Persian Empire, emphasizing the written and archaeological sources. Topics include the rise of urbanism and state organization, the development and consequences of literacy, and the degree to which the contributions of different ethnic groups can be distinguished. (Ellis, Division III) *Not offered in 2000-01.*

212. Art and Archaeology of the Hellenistic World An examination of the material culture of the extended Mediterranean region, with special attention to the role of the figural

arts in the political and cultural transformation of the classical world. (Donohue, Division III) *Not offered in 2000-01.*

214. The Evolution of Civilization in the Aegean Prehistoric and protohistoric human societies in the Aegean basin (western coast of Turkey, Aegean Islands, mainland of Greece.) Topics are: the appearance of humans in the Paleolithic; the origins of agriculture and villages; craft production, exchange and the emergence of interaction spheres; the evolution of the Minoan and Mycenaean state-level societies; their collapse and the conditions which led to the formation of the historic Greek period of city states. Methodological approaches are drawn upon examples from the Near East and the New World. Special sessions explore the role of women, theories of matriarchy and the “mother goddess,” and the role of alcoholic beverages in societal formation. (Wright, Division III) *Not offered in 2000-01.*

223. Ancient Near Eastern Architecture and Cities Building techniques, forms, and functions of structures, settlements and cities, effects of environment and social structure. (Ellis, Division III, cross listed as Growth and Structure of Cities 223) *Not offered in 2000-01.*

224. Women in the Ancient Near East A survey of the social position of women in the ancient Near East, from the earliest sedentary villages to empires of the first millennium B.C.E. Topics include critiques of traditional concepts of gender in archaeology and of theories of matriarchy. A number of case studies illustrate the historicity of gender concepts: women’s work in early village societies; the meanings of Neolithic female figurines; the position of women in early states; the representation of gender in the Gilgamesh epic and other Sumerian texts; the institution of the “Tawananna” (queen) in the Hittite empire; the indirect power of women such as Semiramis in the Neo-Assyrian palaces. Reliefs, statues, texts and more indirect archaeological evidence are the basis for the discussion of the historical examples. (staff, Division III)

226. Anatolian Archaeology The archaeology and cultural history of Anatolia (modern-day Turkey) from prehistory to Classical times. An historical and archaeological overview of topography and monuments. Topics include economy, religion and social systems. (staff, Division III)

230. Archaeology and History of Ancient Egypt The cultural, social and political development of Egypt from the beginning of settled communities in the Nile Valley to the end of the New Kingdom (about 5000 to 1100 B.C.E.), in both the African and the wider Near Eastern contexts. Emphasis is on the archaeological remains, but also makes use of documentary evidence. (Ellis, Division III)

236. Syro-Palestinian Archaeology The archaeology of the Levant and its relationships with surrounding cultures from the Neolithic Period through the end of the Iron Age. Topics include the history of research and focus on the relationships among cultures within the area. (staff, Division III) *Not offered in 2000-01.*

240. Mesopotamia Before 1600 B.C.E. An examination of the development of Sumerian, Babylonian and Assyrian culture from the origins of village life to the fall of the

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Old Babylonian Dynasty. After a brief overview of the origins of food production and of Neolithic development, particular attention is paid to: the origins of urbanism, writing, long-distance trade and other characteristics of social complexity; the Sumerian city-states of the Early Dynastic period and their social, religious and economic life; the appearance of other ethnic groups and their effect on cultural development; the founding and the fall of supra-regional empires; and the archaeological evidence for the life and ideologies of the ancient Mesopotamians. (staff, Division III) *Not offered in 2000-01.*

241. Mesopotamia After 1600 B.C.E. An examination of the development of Babylonian and Assyrian culture from the so-called Dark Age following the end of the Old Babylonian Dynasty, through the time of the “International Age” of the late second millennium B.C.E., the critical period of the transition from the Bronze to the Iron Age at the end of the millennium. Attention is given to: the evidence for economic development and change as seen in the archaeological record; technological change and its effect on society and culture; the influence of foreign contacts and new peoples on Mesopotamian culture; and the ways in which religious ideas and political aspirations inform the art of the times. (Ellis, Division III) *Not offered in 2000-01.*

302. Greek Architecture The Greek architectural tradition and its historical development. (Wright; cross listed as Growth and Structure of Cities 302) *Not offered in 2000-01.*

303. Classical Bodies An examination of the conceptions of the human body evidenced in Greek and Roman art and literature, with emphasis on issues that have persisted in the Western tradition. Topics include the fashioning of male and female concepts and standards of beauty and their implications; conventions of visual representation; the nude; clothing and its symbolism; the athletic ideal; physiognomy; medical theory and practice; the visible expression of character and emotions; and the formulation of the “classical ideal” in antiquity and later times. (Donohue, Division III) *Not offered in 2000-01.*

304. The Etruscans An exploration of Etruscan culture from its origins in the Late Bronze Age to its gradual demise under Roman domination, with emphasis on its impact on the art and literature of Roman, Medieval and Renaissance Italy and the modern world. The archaeology of this non-Indo-European ethnic group includes DNA analysis of modern populations, new appreciation of the modes of urbanization (earlier in Italy than in many areas), and the studies of funerary practices, commerce, language and technology. Intensive studies of Etruscan art and architecture include pottery, tomb painting and terracotta manufacture. (Turfa) *Not offered in 2000-01.*

305. Ancient Athens: Monuments and Art Detailed analysis of the monuments, archaeology and art of ancient Athens — the home of such persons as Pericles, Sophocles, and Plato. The course considers the art and monuments of ancient Athens against the historical background of the city and is a case study in understanding the role of archaeology in reconstructing the life and culture of the Athenians. (Miller-Collett; cross listed as Growth and Structure of Cities 305) *Not offered in 2000-01.*

306. Monumental Painting The Mediterranean tradition of large-scale painting begins in prehistoric times and continues through Late Antiquity and beyond. Important examples

survive on the walls of houses, tombs and other structures at sites in the Bronze Age Aegean, in Archaic, Classical, and Hellenistic Anatolia, Macedonia, Magna Graecia, and Etruria, Rome, and the famous sites of Pompeii and Herculaneum preserved by the eruption of Mount Vesuvius. Technical, artistic, cultural and interpretive issues will be considered. (Turfa)

308. Methods and Techniques of Pottery Analysis Pottery is a fundamental means of establishing the relative chronology of archaeological sites and of understanding past human behavior. Included are theories, methods and techniques of pottery description, analysis and interpretation. Topics include typology, seriation, ceramic characterization, production, function, exchange, and the use of computers in pottery analysis. Laboratory work on pottery in the department collections. Prerequisite: permission of instructor. (staff) *Not offered in 2000-01.*

315. Cities and Sanctuaries of the Ancient Mediterranean An exploration of urban models, with reference to the types of settlement and sanctuary encountered, with ethnic variations, throughout the Mediterranean basin following the Bronze Age up to the Roman Empire. Models include old cities developing from agglomerations of villages or as fortified acropolis sites; colonies initiated as emporia/commercial enterprises sponsored by multiple ethnic groups or by a "mother city." Sanctuaries are analyzed according to their different cults. Models developed in modern scholarship are examined critically with reference to the ancient literary sources and to recent archaeological finds. (Turfa; cross listed as Growth and Structure of Cities 315) *Not offered in 2000-01.*

316. Trade and Transport in the Ancient World Issues of trade, commerce and production of export goods are addressed with regard to the Aegean cultures of the Late Bronze Age and the wider Mediterranean of the first millennium B.C.E. Crucial to these systems is the development of the means of transport for land and sea. Readings from ancient texts are targeted with the evidence of archaeological/underwater excavation and information on the commodities traded in antiquity. (Turfa; cross listed as Growth and Structure of Cities 316)

318. Peasants, Traders, Bureaucrats: Economies in the Ancient Near East An introduction to economic organization, including production, distribution and consumption in the Ancient Near East. After introducing some basic concepts, the character and problems of textual and archaeological sources are discussed. (staff)

324. Roman Architecture (Scott, Division III; cross listed as Growth and Structure of Cities 324)

351. The Phoenicians Study of the origins of the Phoenicians in the Late Bronze-early Iron Age and their dispersal throughout the Mediterranean, with special attention to the interactions in the West through the period of the Punic Wars. Prerequisite: 204 or permission of the instructor. (Turfa, Division III; cross listed as Growth and Structure of Cities 357)

398, 399. Senior Conference A weekly seminar on common topics with assigned readings and oral and written reports. (Turfa, Ellis)

403. Independent Supervision (staff)

The Department of Classical and Near Eastern Archaeology sponsors the following courses in the Department of Greek, Latin and Classical Studies, which should be of interest to archaeology students (see page 151).

Classical Studies 110. The World through Classical Eyes (Donohue, Division III)
Not offered in 2000-01.

Classical Studies 191. The World of the Greek Heroes: Icon and Narrative
(Hamilton, Division III) *Not offered in 2000-01.*

COMPARATIVE LITERATURE

Chairs:

Nancy Dersofi, Ph.D., *Professor of Italian and Comparative Literature*

Deborah Roberts, Ph. D., *Barbara Riley Levin Professor of Comparative Literature and Professor of Classics, at Haverford College*

Advisory Committee at Bryn Mawr College:

Carol L. Bernstein, Ph.D., *Mary E. Garrett Alumnae Professor of English and Professor of Comparative Literature* (on leave, 2000-01)

Catherine Lafarge, Ph.D., *Professor of French*

Azade Seyhan, Ph.D., *Fairbank Professor in the Humanities and Professor of German and Comparative Literature*

Elizabeth C. Allen, Ph.D., *Associate Professor of Russian and Comparative Literature*

Maria Cristina Quintero, Ph.D., *Associate Professor of Spanish*

Advisory Committee at Haverford College:

Israel Burshatin, Ph.D., *William E. Kenan Jr. Professor of Spanish and Comparative Literature*

J. David Dawson, Ph.D., *Robert and Constance MacCrate Professor in Social Responsibility and Professor of Religion and Comparative Literature*

Roberto Castillo Sandoval, Ph.D., *Associate Professor of Spanish*

Affiliated Faculty:

Including, but not limited to, faculty members from the Bryn Mawr College and/or Haverford College Departments of Africana Studies, Anthropology, East Asian Studies, English, French, German, Greek, History of Art, Italian, Latin, Music, Philosophy, Religion, Russian and Spanish.

The study of comparative literature situates literature in an international perspective, examines connections among literary history, literary criticism, critical theory and poetics, and works toward an understanding of the sociocultural functions of literature. Interpretive methods from other disciplines that interrogate cultural discourses also play a role in the

comparative study of literature; among these are anthropology, philosophy, history, religion, classical studies, Africana studies, gender studies and cultural studies, as well as other arts.

Comparative literature students are required to have a reading knowledge of at least one foreign language adequate to the advanced study of literature in that language. Some comparative literature courses may require reading knowledge of a foreign language as a prerequisite for admission. Students considering graduate work in comparative literature should also study a second foreign language.

Requirements for the comparative literature major are: Comparative Literature 200: Introduction to Comparative Literature (normally taken in the sophomore year); six literature courses at the 200 level or above, balanced between two literature departments (of which English may be one) — at least two of these (one in each national literature) must be at the 300 level or above, or its equivalent as approved in advance by the adviser; one course in critical theory; two electives; Comparative Literature 398 and 399: Senior Seminar in Comparative Literature.

Requirements for the minor are: Comparative Literature 200 and 398, plus four additional courses: two each in the literature of two languages. At least one of these four courses must be at the 300-level. Students who minor in Comparative Literature are encouraged to choose their national literature courses from those with a comparative component.

Both majors and minors are encouraged to work closely with the chairs and members of the advisory committee in shaping their programs.

Students who, in the judgment of the advisory committee, have done distinguished work in their courses and in the senior seminar, will be considered for departmental honors.

200. Introduction to Comparative Literature This course explores a variety of approaches to the comparative or transnational study of literature through readings of several kinds: texts from different cultural traditions that raise questions about the nature and function of story-telling and literature; texts that comment on, respond to and rewrite other texts from different historical periods and nations; translations; and readings in critical theory. A reading list will be available in the fall semester. (Seyhan, Division III)

201. Cleopatra: Images of Female Power (Gaisser, Jones, Division III; cross listed as Classical Studies 201.)

206. Theories of Reading (Hedley, Division III; cross listed as English 206)
Not offered in 2000-01.

209. Introduction to Literary Analysis: Philosophical Approaches to Criticism (Seyhan, Division III; cross listed as German 209 and Philosophy 209)
Not offered in 2000-01.

210. Women and Opera (Dersofi, Division III; cross listed as Italian 210)
Not offered in 2000-01.

211. Primo Levi, the Holocaust, and Its Aftermath (Patrino, Division III; cross listed as Italian 211)

212. Borges y sus lectores (Sacerio-Garí, Division III; cross listed as Spanish 211)

- 215. Readings from the Margins: Sephardic and Mizrahi Literature** (Potok, Division III; cross listed as Hebrew and Judaic Studies 215)
- 222. Aesthetics** (Krausz, Division III, cross listed as Philosophy 222)
Not offered in 2000-01.
- 227. Origins of Aesthetics: China, Greece and Modern Europe** (K. Wright; cross listed as East Asian Studies 227 and Philosophy 227) *Not offered in 2000-01.*
- 229. Movies and Mass Politics** (Tratner, Division III; cross listed as English 229)
- 230. Poetics of Desire in the Lyric Poetry of Renaissance Italy and Spain** (Dersofi, Quintero, Division III; cross listed as Italian 230 and Spanish 230)
- 234. Postcolonial Literature in English** (Tratner, Division III, cross listed as English 234)
- 245. Women's Narratives on Modern Migrancy, Exile and Diasporas** (Seyhan, Division III; cross listed as Anthropology 246 and Growth and Structure of Cities 223)
- 251. Romantic Prose Fiction** (Allen, Division III) *Not offered in 2000-01.*
- 257. Realism: Aesthetics and Ethics** (Allen, Division III) *Not offered in 2000-01.*
- 260. Ariel/Calibán y el discurso americano** (Sacerio-Gari, Division III; cross listed as Spanish 260) *Not offered in 2000-01.*
- 269. Ecologies of Theater: Performance, Play and Landscape** (Lord, Division III; cross listed as Arts Program – Theater 270) *Not offered in 2000-01.*
- 283. The Urban Novel** (Bernstein, Division III; cross listed as English 283 and Growth and Structure of Cities 283) *Not offered in 2000-01.*
- 292. Introduction to Critical Theories** (Tratner, Division III; cross listed as English 292) *Not offered in 2000-01.*
- 293. The Play of Interpretation** (Bernstein, Division III; cross listed as English 293 and Philosophy 293) *Not offered in 2000-01.*
- 298. The Cultural Politics of Memory** (Bernstein, Division III; cross listed as English 298) *Not offered in 2000-01.*
- 302. Le printemps de la parole féminine: femmes écrivains des débuts** (Armstrong, Division III; cross listed as French 302) *Not offered in 2000-01.*
- 311. The Picaresque in Spain and Beyond** (Quintero, Division III; cross listed as Spanish 270) *Not offered in 2000-01.*

318. The Matter of Troy (Kramer, Division III, cross listed as English 346)

Not offered in 2000-01.

320. Topics in German Literature: Romancing Culture (Seyhan, Division III; cross listed as German 320)

323. Culture and Interpretation (Krausz, Division III; cross listed as Philosophy 323)

331. Queer Literature/Queer Theory (Rodriguez, Division III; cross listed as English 331)

340. Topics in Baroque Art: Representation of Gender and Power in Habsburg Spain (McKim-Smith, Quintero, Division III; cross listed as History of Art 340 and Spanish 340) *Not offered in 2000-01.*

346. Modernisms (Tratner, Division III, cross listed as English 346)

Not offered in 2000-01.

352. Romanticism and Interpretation (Bernstein, Division III, cross listed as English 352) *Not offered in 2000-01.*

354. Topics in Art Criticism (Levine, Division III; cross listed as History of Art 354) *Not offered in 2000-01.*

380. Landscape Art in Cultural Perspective (Briggs, Division III; cross listed as English 380) *Not offered in 2000-01.*

381. Post-Apartheid Literature (Beard, Division III; cross listed as English 381)

384. Theories of Fiction (Bernstein, Division III, cross listed as English 384)

Not offered in 2000-01.

387. Allegory in Theory and Practice (Hedley, Division III; cross listed as English 387)

392. National Bodies: Theories of Race, Gender and Sexuality in a Global Context (Rodriguez, Division III; cross listed as English 392)

398a. Advanced Study of Comparative Literature in the Context of Criticism and Theory (Burshatin)

399b. Senior Seminar Advanced study of comparative literary poetics, including oral and written presentations of a senior project and a comprehensive oral examination. (Allen, Dawson)

Comparative Literature

Comparative Literature courses at Haverford include:

- 205b. Legends of Arthur
- 207b. Fictions of Spanish American History
- 208b. Mythology
- 210b. Spanish and Spanish American Film Studies
- 213b. Suffering, Representation and Response: Tragedy and the Tragic
- 216a. Fiction of the Holocaust
- 235a. Spanish American Theater
- 244b. Landmarks of the 20th Century Novel, 1900-1950
- 247a. Anthropology and Literature: Ethnography of Black African Writing, 1888-1988
- 250 01. Introduction a la litterature et au cinema francophones
- 250a. Words and Music: Tones, Words and Images
- 250b. Words and Music: Renaissance Texts and Their Musical Readers
- 263b. The Middle Eastern Love Lyric
- 290a. History and Literary Theory: Plato to Shelley
- 301a. Sex and Gender in the Middle Ages
- 312 01. Advanced Topics: La littérature de l'Afrique sub-saharienne
- 312 02. Advanced Topics: La culture du doute au XVIIe siècle
- 315b. Novísima Literature Hispanoamericana
- 334b. Gender Dissidence in Hispanic Writing
- 387b. The Post-Modern: Theory and Fiction
- 391a. Theories and Methods in Comparative Literature
- 399b. Senior Seminar

EAST ASIAN STUDIES

Professors:

Michael Nylan, Ph.D., *Caroline Robbins Professor of History and
Professor of East Asian Studies and Political Science*
Paul J. Smith, Ph.D., *Professor of History, at Haverford College*

Associate Professor:

Haili Kong, Ph.D., *Associate Professor of Chinese Language and Literature, at Swarthmore
College*

Assistant Professors:

Shizhe Huang, Ph.D., *Assistant Professor of Chinese and Linguistics, at Haverford College
(on leave, 2000-01)*
Theresa Chang-wei Jen, Ph.D., *Assistant Professor on the Jye-Chu Lectureship in Chinese
Studies, Director of the Chinese Language Program, and Chair*

Senior Lecturer:

Yoko Koike, M.S., *Senior Lecturer in Japanese, at Haverford College*

Affiliated Faculty:

Including, but not limited to, faculty members from the Bryn Mawr College and/or Haverford College Departments of Anthropology, Growth and Structure of Cities, History, History of Art, Music, Philosophy, Psychology and Religion.

The bi-college East Asian Studies program offers a major designed for students who wish to study the languages and cultures of East Asia. The objective of the major is to provide students with proficiency in an East Asian language and a multidisciplinary background in the culture associated with it. By graduation, majors will have completed at least three years of study of an East Asian language, and further study is encouraged, especially for students entering academic graduate programs. The bi-college program offers courses in Chinese and Japanese. Korean language courses, along with advanced courses in Chinese and Japanese, are available at the University of Pennsylvania. Students are also urged to take advantage of designated programs for one or two semesters of study in East Asia, as well as summer programs in the United States or East Asia. Study abroad programs should be chosen in consultation with the student's language teachers and adviser, who will suggest specific programs for credit.

Students majoring in East Asian Studies are expected to focus their studies in one culture, usually that of the language they study, and to work closely with their advisers in order to construct a coherent course of study. Majors are also required to take the senior conference, which includes writing a thesis.

Requirements for the major are:

(1) Completion of the third-year level of (Mandarin) Chinese or Japanese as taught in the bi-college program, or the equivalent proficiency as certified by the program. Students who entered college with native-level fluency in one East Asian language will be required to begin the study of another.

East Asian Studies

(2) Two non-language introductory courses, Chinese Civilization (East Asian Studies 131) and Japanese Civilization (East Asian Studies 132). This requirement should be fulfilled by the end of the sophomore year, and preferably during the freshman year.

(3) Four non-language courses chosen with the help of a faculty advisor to create a coherent course of study. Most of this course work should be in the region (usually China or Japan) corresponding to the language of focus. Special arrangements may be possible for a focus on Korea. At least one of the four courses must be at the 300 level, and another must be either comparative or on a region other than the region of focus.

(4) A full-year senior conference. In the fall the senior conference addresses theoretical and methodological issues pertaining to the study of East Asia and introduces students to research methods. The spring is devoted to writing the senior thesis, which is due a week before the end of classes.

(5) A comprehensive oral examination — the culmination of the work in the major — will be given in the spring of the senior year. Each major will meet with a committee of at least two East Asian Studies faculty to discuss topics and books to be selected in advance. At the discretion of the East Asian Studies program, an oral defense of the thesis may be substituted for this requirement.

Students who enter college without a background in Chinese or Japanese will have to complete the first two years of language study as a prerequisite for the third-year level that is required by the major. Such students are strongly urged to begin their language training in the first year of college.

Honors in East Asian Studies will be awarded by the program faculty on the basis of superior performance in three areas: course work in major-related courses (including language classes), the senior thesis, and the oral defense. An average of 3.5 in major-related course work is considered the minimum necessary for consideration for honors. High Honors may be awarded to students showing unusual distinction in meeting these criteria.

A concentration in East Asian Studies is also offered in conjunction with other majors, in order to give recognition to a student's studies in an East Asian language and culture. Concentrators are expected to include a significant East Asian component in their senior work for their major.

The concentration in East Asian Studies may be declared in conjunction with most majors at Bryn Mawr. Students interested in becoming concentrators should consult with their major adviser and the chair of East Asian Studies.

The requirements for the concentration are: (1) completion of the second-year level of language study in either (Mandarin) Chinese or Japanese as taught in the program, or equivalent proficiency in another East Asian language such as Korean; (2) one introductory survey course on East Asia, usually Chinese Civilization (East Asian Studies 131) or Japanese Civilization (East Asian Studies 132); (3) four additional courses related to the area of focus, of which no fewer than two and no more than three will also form part of the student's major; and (4) a senior thesis.

It is expected that departmental senior theses will address issues concerning the concentrator's area of focus in East Asia. Where this is impossible, a concentrator may write a separate paper or expand on work done for East Asian courses. Concentrators will be permitted to enroll in the senior conference for East Asian Studies majors with the permission of the chair at their campus. Because the successful operation of the concentration depends on close cooperation between the associated departments on two campuses, students are urged to declare their intent to concentrate in East Asian Studies by the end of the first semester of their junior year.

The program strongly recommends study abroad to maximize language proficiency and to take advantage of topics of instruction not offered by the Bryn Mawr and Haverford faculty. The study abroad programs that are approved for Bryn Mawr students are: the University of Massachusetts Program at Tunghai University, Taiwan; and International Christian University and Sophia University in Japan. Students who are interested in studying in China are urged to consult with faculty in the Chinese Language Program.

186. East Asian Family and Society An exploration of Chinese, Japanese and Korean views of the family in the past and present. Topics include: notions and practice of marriage, divorce, widowhood, adoption and chastity. The functions of the extended kinship group as it relates to several overlapping structures, including the socio-economic world, the community of the living and the dead, and the political sphere, are also explored. (Nylan, Division I; cross listed as History 186). *Not offered in 2000-01.*

204. Contemporary Chinese Fiction: Mirror of Social Change An introduction to fundamental questions underlying contemporary Chinese history through literary narratives of post-Mao China. These representative stories and novellas provocatively articulate the historical specificity of ideological dilemmas and cultural dynamics through the imaginary process of dealing with love, politics, sex, morality, economic reform and feminist issues. All readings are in English translation and no previous preparation in Chinese is required. (Kong, Division III). *Not offered in 2000-01.*

224. History of Chinese Cinema (1905-1995) An investigation of Chinese cinema in its 90-year development throughout different political regimes and cultural milieus. Cinema in China, as a 20th-century cultural hybrid of West and East, reflects social change and intellectual reaction, both collectively and individually, in a changing era. A study of the chosen cinematic texts, from silent film to the post-fifth generation filmmaker's films, focuses on issues related to nationhood, gender and modernity, along with the development of the cinematic discourse in China. All films have English subtitles and all readings are in English. No previous preparation in Chinese is required. (Kong, Division I or III) *Not offered in 2000-01.*

225. Modern Chinese Literature: 1919-1948 An examination of a series of political, social, cultural and ideological dilemmas underlying 20th-century Chinese history. Fundamental issues of modernity and new literary developments under the impact of the May Fourth Movement are discussed. All readings are in English translation and no previous preparation in Chinese is required. (Kong, Division III)

229. Comparative Urbanism (McDonogh, Division I; cross listed as Growth and Structure of Cities 229 and Anthropology 229)

231. East Asian Calligraphy: Theory and Practice A comprehensive overview of the origins, evolution and artistic significance of East Asian calligraphy. A comprehensive approach will be used in analyzing brush techniques, writing styles and the construction of characters. Interactive workshops in calligraphy, special guest lectures, and trips to museums for East Asian calligraphy and painting exhibitions will be incorporated into the course. (Jen, Division I)

233. Taoism: The Religion and the Philosophy An exploration of a corpus of major Taoist philosophical texts (including Lao Tzu's Tao te ching and the Chuang tzu) as they relate to (or seem at odds with) the development of Taoist religion, the only religion native to China. (Nylan, Division III; cross listed as History 233 and Philosophy 233)
Not offered in 2000-01.

251. Chinese Culture and Language in the Formation of Modern Society An introduction to modern Chinese and the role that the culture and language play in contemporary Chinese society. It provides an overview of the language from cultural, social, psychological and linguistic perspectives, and is intended for individuals with an interest in China or Chinese culture and society, as well as for students of the Chinese language. Topics include: the distinctive features of Chinese as a linguistic system, spoken and written; gender- and status-based differences in language use; the role of the culture and language in Chinese interpersonal communication and cultural identity; and the sociolinguistic variables in the ethnography of spoken language. The purpose of the course is to demonstrate the multifaceted and complex relationship between the Chinese language and its culture, and show how language use both exemplifies cultural values and simultaneously serves to reinforce them. (Jen, Division I)

272. Early China: Material, Social and Philosophical Cultures The development of early China from the Shang-Yin period (ca. 1600 B.C.) to the end of the T'ang (618-905), with an emphasis on artistic, philosophical and economic changes. Archaeological evidence and primary source materials are used in conjunction with secondary literature to sketch the outline of daily life, as well as the pattern of elite culture. (Nylan, Division I; cross listed as History 272 and Political Science 272) *Not offered in 2000-01.*

273. Historians, Visionaries and Statesmen in China An examination of the most famous historians, visionaries, and statesmen in China, focusing on four distinct time periods: the Han dynasty, the 11th century, the late 19th century, and the mid- to late-20th century, each of which represents a time of significant sociopolitical change. (Nylan, Division III; cross listed as History 273 and Political Science 273) *Not offered in 2000-01.*

274. The Chinese Village The history of the Chinese village from the 1898 reform movement to the present, focusing on historical changes and continuities in peasant life as they relate to economic and personal relations (including gender roles), to the place of religion in local culture, and to the introduction of Western capitalism and ideas. (Nylan, Division I; cross listed as Growth and Structure of Cities 274, History 274, and Political Science 274) *Not offered in 2000-01.*

275. Asian Megacities An examination of the reasons behind the phenomenal growth of the Asian megacity, using case studies drawn from a number of countries, including China, Indonesia, Japan, Korea, Taiwan and Thailand. Race relations, public housing, widescale (and highly visible) poverty, labor relations, the changing role of women, environmental problems, and historical preservation efforts are also explored. (Nylan, Division I; cross listed as Growth and Structure of Cities 275 and History 275) *Not offered in 2000-01.*

276. Vietnam, China and the United States An examination of American foreign policy objectives in Asia in the recent past as they relate to the "containment of China." The

complex pattern of Chinese-Vietnamese relations and the “logic” pressing for “secondary wars” in Korea, Cambodia and Laos are also explored.

(Nylan, Division I; cross listed as History 276 and Political Science 276)

306. Origins of Political Philosophy: China and Greece A consideration of two cases of the emergence of critical and self-reflective public discourse and of the subsequent problem of the relationship between philosophy and political life. Readings from Confucius, Mencius, Chuang tzu, Hsun tzu, the pre-Socratics, Plato, Aristotle, Thucydides. (Nylan, Salkever; cross listed as Philosophy 306 and Political Science 306)

Not offered in 2000-01.

353. East Asian Notions of Time and Space: Garden, House and City

An exploration of Chinese and Japanese ways of thinking through an examination of their characteristic approaches to units of space. Readings on anthropology, art history and city planning are included. A questioning mind and a hands-on approach, rather than advanced training in these disciplines, are prerequisites to the course. (Nylan; cross listed as Growth and Structure of Cities 353 and History 353) *Not offered in 2000-01.*

398. Senior Conference Critical analysis of the theoretical and methodological implications of Orientalism for the study of East Asia, followed by oral and written presentations of a senior project. Required of all majors; open to concentrators and others by permission. (Jen, Nylan)

399. Senior Conference Thesis. (Jen, Nylan)

Haverford College offers the following courses in East Asian Studies:

131a. Chinese Civilization

132b. Japanese Civilization

228a. Musical Voices of Asia

232a. Japanese Literature and Art: Text and Image

256a. Introduction to Zen Buddhism

262a. Chinese Social History: Confucianizing China 1100-1800

263b. The Chinese Revolution

296b. The Body, Ki-Energy and Meditation

349b. Topics in Comparative History: Outlaw Heroes in China and England
ca. 1200 to 1700

EAST ASIAN LANGUAGES

The East Asian Studies program welcomes students who wish to combine their interests in East Asian languages with the study of an East Asian culture. These students are urged to consult the coordinator of East Asian Studies on either campus, who will advise them on creating individual plans of study in appropriate departments.

CHINESE

Director:

Theresa Chang-whei Jen, Ph.D., *Assistant Professor on the Jye-Chu Lectureship in Chinese Studies*

Professor:

Michael Nylan, Ph.D., *Caroline Robbins Professor of History and Professor of East Asian Studies and Political Science*

Assistant Professor:

Shizhe Huang, Ph.D., *at Haverford College (on leave, 2000-01)*

Instructor:

Peisong Xu, M.A.

001-002. Intensive Elementary Chinese An intensive introductory course in modern spoken and written Chinese. The development of oral-aural skills is integrated through grammar explanations and drill sessions designed to reinforce new material through active practice. Six hours a week of lecture and oral practice; also individual conversation. This is a year-long course; both semesters are required for credit. (Jen)

003-004. Intermediate Chinese Language skills in speaking, listening, reading and writing are further developed through carefully designed practices. Oral proficiency is enhanced by dramatization of situational topics, and written skills by regular composition writing. Both reading and writing are in Chinese characters only. Classes five hours, lab two hours a week. This is a year-long course; both semesters are required for credit. Prerequisite: Chinese 001, 002 or equivalent. (staff)

201, 202. Advanced Chinese: Readings in the Modern Chinese Short Story and Theater A focus on overall language skills through reading and discussion of modern short stories, as well as on students' facility in written and oral expression through readings in modern drama and screenplays. Readings include representative works from the May Fourth Period (1919-27) to the present. Audio and video tapes of drama and films are used as study aids. Prerequisite: Intermediate (second-year) Chinese or permission of instructor. (Jen, Division III)

203, 204. Beginning Classical Chinese Prerequisites: Elementary and Intermediate Chinese or Japanese, or permission of instructor. (Nylan) *Not offered in 2000-01.*

301. Readings in the Humanities Development of language ability in the areas of modern Chinese literature, history and philosophy. Speaking and reading skills are equally emphasized through a consideration of the intellectual, historical and social significance of representative works. Prerequisite: Chinese 202 or permission of instructor. (Nylan) *Not offered in 2000-01.*

JAPANESE

Acting Director:

Yoko Koike, M.S., *Senior Lecturer, at Haverford College*

001-002. First-Year Japanese (Intensive) Introduction to the four basic skills (reading, writing, speaking and listening), with special emphasis on the development of conversational fluency in sociocultural contexts. Lecture and oral practice seven hours, language lab at least two hours a week. A year-long course; both semesters are required for credit. (Koike)

003-004. Second-Year Japanese (Intensive) A continuation of first-year Japanese, focusing on the further development of oral proficiency, reading and writing skills. Lecture and oral practice seven hours, language lab at least two hours a week. A year-long course; both semesters are required for credit. Prerequisites: Japanese 001, 002 or equivalent. (staff)

101, 102. Third-Year Japanese A continuation of language study with further development of oral proficiency. Emphasis is on reading and discussing simple texts. Advanced study of grammar and kanji; introduction to composition writing. Class three hours and oral practice one hour a week, and work in the language lab. Prerequisites: Japanese 003, 004 or equivalent. (Koike, staff)

201, 202. Fourth-Year Japanese Advanced study of written and spoken Japanese using texts and audio-visual materials. Prerequisites: Japanese 101, 102 or equivalent and permission of instructor. (Koike)

ECONOMICS

Professor:

Noel J. J. Farley, Ph.D., *Harvey Wexler Professor and Acting Chair*

Associate Professors:

Janet Ceglowski, Ph.D. (on leave, semester II 2000-01)

Harriet B. Newburger, Ph.D.

David R. Ross, Ph.D., (on leave, 2000-01)

Lecturer:

Scott Redenius, M.A.

The economics curriculum consists of courses given at Bryn Mawr and Haverford. It is designed to provide an understanding of economic processes and institutions and the interactions among economic, political and social structures; it trains undergraduates in the methods used to analyze those processes and institutions and enables them to make policy judgments.

Economics 105 (or 101 and 102 at Haverford) introduces the theories and operating characteristics of modern economies that an educated person should understand; it also

Economics

prepares students for further work in economics and business. Courses in the 130 series apply the theories and tools learned in Economics 105 to current issues in economic policy and analysis. The group of intermediate 200-level courses offers a full range of topics in the discipline and is intended to meet a variety of student interests. Two advanced theory courses (Economics 300 and 302) examine in depth the workings of the price system in allocating economic resources and the aggregate processes that determine employment, inflation and growth. When combined with the tools of quantitative empirical analysis (Economics 203 and 304), these courses supply a methodological and theoretical foundation for those planning to use economics in their professional careers. Advanced seminars provide a critical appreciation for the process of economic research through careful evaluation of professional journal articles and written work, including the senior research paper.

Requirements for the major are 10 semester courses in economics, including Economics 105: Principles of Economics; Economics 203: Statistical Methods in Economics; Economics 300: Microeconomic Analysis; Economics 302: Macroeconomic Analysis; plus at least two additional semester courses of 300-level work. At least eight of the 10 required courses must be taken above the 100 level and have Economics 105 as a prerequisite. At least one course that requires a substantial research paper must be taken, preferably in the senior year. Economics 306, 313, 314, 316, 322, 324, 325, 326 and 331 either require or can incorporate such a paper.

Students should carefully consult individual course descriptions for prerequisites, which can differ between Bryn Mawr and Haverford. In most cases, Economics 101 and 102 at Haverford may substitute for Economics 105 at Bryn Mawr; while 105 and an additional elective substitute for 101 and 102 at Haverford. Depending on the topics covered, Economics 100 with a grade of 3.0 or higher may substitute for Economics 101 or 102. Mathematics 101 (or equivalent) is a prerequisite for Economics 300, 302 and 304 at Bryn Mawr; Mathematics 102 (or equivalent) is a prerequisite for Economics 300 and 302 at Haverford.

Prospective majors in economics are advised to take Economics 105 (or 101 and 102 at Haverford) by the end of the first semester of sophomore year. Economics 203 and either Economics 300 or 302 must be completed by the end of the junior year; Economics 300 and 302 must both be completed by the end of first semester of senior year. Students whose grade in Economics 105 (or Economics 101 and 102 at Haverford) is 2.3 or below are advised not to major in economics. Students planning to spend junior year studying abroad must complete Economics 105 (or 101 and 102) and 203, and preferably one other 200-level course, by the end of sophomore year. It is suggested that two or three 200-level courses be taken as background for 300-level courses. Members of the department should be consulted about desirable sequences of courses.

An economics major whose average in economics courses at the beginning of the second semester of senior year is 3.4 or better is invited to become a candidate for the degree with honors in economics. Honors are awarded on the basis of a student's performance on a comprehensive examination administered by the department, the department's evaluation of a paper that the student submits as an example of her "best" work, and the student's performance in all her economics courses, including those taken in the second semester of senior year. Average grades of 3.7 for the paper and the comprehensive examination are required for a student to graduate with honors.

Requirements for the minor in economics include Economics 105 (or 101 and 102), 203 and a coherent selection of four or more additional courses approved by the department chair. For information about the International Economic Relations Program, see page 260.

Students intending to pursue graduate work in economics should take Economics 304 and consider a minor in Mathematics: Mathematics 201, 203 and appropriate additional courses. Consult with members of the Department of Mathematics as early as possible — ideally by the end of the sophomore year.

105. Principles of Economics An introduction to micro- and macroeconomics: opportunity cost, supply and demand; consumer choice, the firm, and output decisions; market structures; efficiency and market failure; the determination of national income, including government spending, money and interest rates; unemployment, inflation and public policy. (staff, Division I)

132. Free Trade: Rhetoric and Reality An introduction to international economics through policy issues and problems. In addition to the economic foundations of free trade, possible topics include: uses and abuses of trade protection, labor standards, immigration, bilateral trade tensions and multilateral trade agreements. Prerequisite: Economics 105, or 101 and 102. (Ceglowski, Division I) *Not offered in 2000-01.*

134. GATT, EU, NAFTA and All That Basic theory of international trade. Bilateralism versus Multilateralism in trade policy since 1945. The development of GATT, EU, ASEAN, NAFTA. Regional versus worldwide trade. The growing range of issues covered in trade policy — tariffs, public procurement, environmentalism, labor conditions, intellectual property rights, services, Third World countries and the New World Economic Order. Prerequisite: Economics 105, or 101 and 102. (Farley, Division I) *Not offered in 2000-01.*

135. Understanding the Macroeconomy: Questions and Controversies Basic macroeconomic concepts are reviewed. Alternative methods of aggregate demand and aggregate supply are developed; the financial sector of the economy is introduced. Keynesian, monetarist and new classical theories of income determination are compared. The impact of foreign trade and exchange rates in open economies is evaluated. Economic growth, government spending and deficits, social security and other issues are explored. Prerequisite: Economics 105, or 101 and 102. (Division I) *Not offered in 2000-01.*

136. Working with Economic Data Applies the theory learned in Principles of Economics to the quantitative analysis of economic data; uses spreadsheets and other tools to collect and judge the reliability of economic data. Topics may include: evaluating alternative measures of income inequality and poverty; unemployment, national income and other measures of economic well-being; cost-benefit of public and private investments; construction of price indices and other government statistics; evaluating economic forecasts. Prerequisite: Economics 105 or 102. (staff, Division I, Quantitative Skills)

203. Statistical Methods in Economics Frequency distributions, probability and sampling theory, simple correlation and multiple regression, and an introduction to econometric terminology and reasoning. The computer techniques required are developed as

Economics

part of the course. Prerequisites: Economics 105, or 101 and 102, sophomore standing, and permission of instructor. (staff, Quantitative Skills)

204. Economics of Local Government Programs Elements of state and local public finance are combined with policy analysis. The course focuses on areas such as education, housing, local taxes, and interaction between central city and suburban governments. Each is examined from the standpoint of economic theory, then in terms of actual programs that have been carried out. Relevance of the economic theory is evaluated in light of lessons learned from program implementation. Examples are drawn from the Philadelphia area. Prerequisite: Economics 105 or 101. (Newburger, Division I) *Not offered in 2000-01.*

206. International Economics International exchange in the nonproduction situation. Comparative advantages, the Heckscher-Ohlin theorem, and the gains from trade. Empirical studies of the basis of U.S. trade. Price agreements on primary commodities. Market structure, multinational firms and foreign investment. Tariff theory and trade between industrialized and developing countries. Prerequisites: Economics 105, or 101 and 102. (Farley, Division I)

207. Money and Banking The development and present organization of the financial system of the United States, including domestic and international problems of monetary theory and policy. Prerequisites: Economics 105, or 101 and 102. (Redenius, Division I)

213. Taming the Modern Corporation Introduction to the economics of industrial organization and regulation, focusing on policy options for ensuring that corporations enhance economic welfare and the quality of life. Topics include firm behavior in imperfectly competitive markets; theoretical bases of antitrust laws; regulation of product and occupational safety, environmental pollution, and truth in advertising. Prerequisite: Economics 101 or 105. (staff, Division I; cross listed as Growth and Structure of Cities 213)

214. Public Finance Analysis of government's role in resource allocation, emphasizing effects of tax and expenditure programs on income distribution and economic efficiency. Topics include sources of inefficiency in markets and possible government responses; federal budget composition; U.S. tax structure and incidence; multigovernment public finance. Prerequisites: Economics 105, or 101 and 102. (staff, Division I; cross listed as Growth and Structure of Cities 214)

216. International Finance and Economic Policy The balance of payments and theories of its determination; fixed and flexible exchange rates; the dollar's behavior in exchange markets; the Eurodollar market and the European monetary system; public policy for internal and external balance; international debt problems. Prerequisite: Economics 206. (Mercado, Division I)

221. United States Economic History Long-term trends in output, labor and capital, and technology, with emphasis on the rise of "big business" after 1870. Foreign trade and investment and the role of government. The framework is one of imbalances and disequilibria in an expanding capitalist economy. Prerequisites: Economics 105, or 101 and 102. (Redenius, Division I; cross listed as Growth and Structure of Cities 221.)

222. History of Economic Thought Examination of the Mercantilists, the Physiocrats, Smith, Malthus, Ricardo, Marx, Mill, Marshall and Keynes. Emphasis on the development of economic theory; also economic growth and the stationary state, value and distribution, and the role of the state. Prerequisites: Economics 101, 102, or 105.

(staff, Division I) *Not offered in 2000-01.*

230-249. Topics in Economics Courses in the 230-249 series deal with contemporary problems from the economist's viewpoint. They are offered as demand and staffing permit. Courses offered in recent years are listed below. Students should consult the instructor about prerequisites. (staff, Division I)

234. Environmental Economics Introduction to the use of economic analysis to explain the underlying behavioral causes of environmental and natural resource problems and to evaluate policy responses to them. Topics may include: air and water pollution; the economic theory of externalities, public goods and the depletion of resources; cost-benefit analysis; valuing nonmarket benefits and costs; linkages among environmental quality, economic growth, and income distribution. Prerequisites: Economics 105, or 101 and 102. (Ross, Division I) *Not offered in 2000-01.*

300. Intermediate Microeconomic Analysis Systematic development of the analytical framework underlying the behavior of consumers and firms. Determination of price; partial and general equilibria; welfare economics. Application to current economic problems. Prerequisites: Economics 105, or 101 and 102, Math 101 (or equivalent), junior standing or sophomore standing and one 200-level economics elective. (Newburger)

302. Intermediate Macroeconomic Analysis Theoretical foundations of income determination, monetary phenomena, and fluctuations in price levels and employment; introduction to dynamic process; economic growth. Prerequisites: Economics 105, or 101 and 102, Mathematics 101 (or equivalent), and sophomore standing. (Ceglowski, Division I)

304. Introduction to Econometrics The econometric theory presented in Economics 203 is further developed and its most important empirical applications are considered. Each student does an empirical research project using multiple regression and other statistical techniques. Prerequisites: Economics 203, 300, or both 302 and Mathematics 201. (staff, Division I)

306. Advanced International Economic Policy Advanced models of economic integration; trade and economic change in developed and developing economies; foreign capital movements; exchange rate determination. Prerequisites: Economics 206 and 216. (Farley, Division I)

313. Industrial Organization and Public Policy Examination of the ways in which market structure and firm behavior interact to affect the performance of American industry. Topics include the dynamics of oligopolistic rivalry; competitive strategy; and the impact of antitrust legislation. Prerequisites: Economics 203, 213 and 300. (staff, Division I)

Economics

314. Topics in Social Policy Supervised work in social policy. Topics may include state and local finance, focusing on differences in resources and expenditures among communities and the role of intergovernmental transfers; the extent and sources of poverty among individuals in the United States and the results of government programs to alleviate it; and discrimination, particularly in housing. Prerequisites: Economics 203, 300 and at least one course among 204, 208, 214 or 215; or permission of instructor.
(Newburger, Division I; cross listed as Growth and Structure of Cities 314)

316. Transition of the European Economy Topics include: the historical analysis of the process of integration and fragmentation of European countries; the politics and economics of monetary unification; center versus periphery in the European Union; changes since 1992; social policies in the European Union; the economic transition in Eastern Europe. Prerequisites: Economics 206, 216, junior standing and permission of instructor.
(Farley, Division I)

322. Issues in Macroeconomics: Theory, Policy, History Several timely issues in macroeconomic theory and policy making are examined in depth. Possible topics include central bank independence, the effectiveness of macroeconomic policies, growth and productivity, and macroeconomic stabilization in open economies. Prerequisites: Economics 203 and 302. (staff, Division I) *Not offered in 2000-01.*

324. Seminar on the Economics of Poverty and Discrimination Typically includes three modules covering topics in poverty and discrimination, two of which are chosen by the instructor; the third is chosen jointly by the instructor and the students. Examples include housing and labor market discrimination; distributional issues in educational finance; growth of inequality in the United States. Prerequisites: Economics 203, 300 and at least one course among 204, 208, 214 or 215; or permission of instructor.
(Newburger, Division I; cross listed as Growth and Structure of Cities 324)

326. Open Economy Macroeconomics Advanced theory and policy with respect to aggregate international economic issues. Topics include: international mobility of saving and investment flows; international transmission of economic disturbances; domestic impacts of international economic policies; and causes and consequences of balance of payments disequilibria. Each student does a semester-long research project on a relevant topic of interest. Prerequisites: Economics 216, 302 and permission of instructor.
(Ceglowski, Division I)

403. Supervised Work An economics major may elect to do individual research. A semester-long research paper is required; it satisfies the 300-level research paper requirement. Students who register for 403 must submit an application form before the beginning of the semester (the form is available from the department chair). The permission of both the supervising faculty member and department chair is required.

Haverford College offers the following additional courses in economics:

- 203b. Statistical Methods in Economics
- 205b. Corporate Finance
- 208a. Labor Economics

- 209a. Law and Economics
- 211b. The Soviet System and Its Demise
- 215a. Urban Economics
- 224a. Women in the Labor Market
- 230b. Privatization of State and Local Government
- 247a. Financial Accounting
- 300a. Intermediate Microeconomic Analysis
- 302b. Intermediate Macroeconomic Analysis
- 304b. Introduction to Econometrics
- 332a. Topics in Managerial Economics
- 348b. Global Economy: Theory and Policy

ENGLISH

Professors:

- Carol L. Bernstein, Ph.D., *Mary E. Garrett Alumnae Professor of English and Professor of Comparative Literature* (on leave, 2000-01)
- Sandra M. Berwind, Ph.D., *Katharine E. McBride Professor of English*
- Peter M. Briggs, Ph.D.
- E. Jane Hedley, Ph.D., *K. Laurence Stapleton Professor of English and Associate Provost for Special Academic Programs*
- Joseph E. Kramer, Ph.D.

Associate Professors:

- Linda-Susan Beard, Ph.D.
- Katherine A. Rowe, Ph.D. (on leave, 2000-01)
- Karen M. Tidmarsh, Ph.D., *Dean of the Undergraduate College*
- Michael Tratner, Ph.D., *Chair*

Assistant Professor:

- Juana María Rodríguez, Ph.D.

Senior Lecturer:

- Anne F. Dalke, Ph.D.

Lecturers:

- Cassandra S. Gunkel, Ph.D.
- Gail Hemmeter, Ph.D.
- Jonathan Kahana, M.A.
- Sarah Willburn, Ph.D.

Affiliated Faculty:

- Karl Kirchwey, M.A., *Director of Creative Writing*
- Eils Lotozo, B.A., *Lecturer in the Arts*
- James Dobner, Ph.D., *Lecturer in the Arts*

English

The Department of English offers students the opportunity to develop a sense of initiative and responsibility for the enterprise of interpretation through a rich variety of courses focused on all periods and genres of literature in English. Our thematic and methodological goal is to offer rigorous intellectual training in the development of interpretive patterns that are larger than a single course or discipline. Through its course offerings and the intense conversations that constitute our individual advising and mentoring program for majors, the department provides exposure to the history of cultural production and critical reception. Students interrogate the methods and presuppositions of literary study in several genres, cultural traditions and time frames with the overarching goal of understanding the deliberate and de facto construction of a tradition. The department also stresses ongoing training in critical thinking, incisive written and oral analysis of texts, and the interrelation of imaginative and critical-theoretical explorations. Each major culminates in an independently written essay, to afford each student the opportunity to synthesize her creative and critical learning experience. Students generally begin by taking 200- and 300-level courses until they have a total of 11, including at least three 300-level courses and one unit of thesis-writing in the spring term of the senior year (English 399). One of the 200-level courses may be a unit of Creative Writing. During the fall term of the senior year, English majors participate in a series of four or five informal workshops that culminate in a proposal for the senior essay that they will write in the spring.

As students construct their English major, they should seek to include:

- Historical depth/construction of traditions
- Breadth, to include more than one genre, more than one cultural tradition
- Courses that build on one another
- Exposure to several approaches, theories or models of interpretation.

Summary of the English Major

English 250 (Methods in Literary Study) and 399 (The Senior Essay) plus nine courses. Of the nine courses, at least three are at the 300 level.

Students may elect a Concentration in Creative Writing. This option requires that, among the nine course selections besides English 250 and 399, three units will be in Creative Writing; one of the units of Creative Writing may be at the 300 level and may count as one of the three required 300-level courses for the major.

Summary of the English Major with a Concentration in Creative Writing

English 250 and 399 plus three Creative Writing courses and six English courses. Of the nine elective courses, at least three are at the 300 level and one of these may be in Creative Writing.

Requirements for an English minor are English 250 and five second-year or advanced units in English literature. At least one unit must be at an advanced (300) level.

Summary of the English Minor

English 250 plus five second-year or advanced English courses, at least one of which is at the 300 level.

CREATIVE WRITING COURSES:

Arts Program – Creative Writing 260. Writing Short Fiction I

Arts Program – Creative Writing 261. Writing Poetry I

- Arts Program – Creative Writing 262. Beginning Playwriting.
Arts Program – Creative Writing 263. Writing Memoir
Arts Program – Creative Writing 264. Feature Journalism
Arts Program – Creative Writing 265. Creative Nonfiction
Arts Program – Creative Writing 266. Screenwriting. *Not offered in 2000-01.*
Arts Program – Creative Writing 360. Short Fiction Writing II
Arts Program – Creative Writing 361. Writing Poetry II
Arts Program – Creative Writing 363. Experimental Writing *Not offered in 2000-01.*
Arts Program – Creative Writing 364. Approaches to the Novel *Not offered in 2000-01.*

125. Writing Workshop This course offers students who have already taken College Seminar 001 an opportunity to develop their skills as college writers. Through frequent practice, class discussion, and in-class collaborative activity, students will become familiar with all aspects of the writing process and will develop their ability to write for an academic audience. The class will address a number of writing issues: formulating substantive questions to explore through writing; analyzing audience and purpose; generating ideas; structuring and supporting arguments; marshalling evidence; using sources effectively; and developing a clear, flexible academic voice. Students will meet regularly with the course instructor, both individually and in small groups, to discuss their work. (Hemmeter)

126. Writing Workshop for Non-Native Speakers of English This course offers non-native speakers of English a chance to develop their skills as college writers. Through frequent practice, class discussion, and in-class collaborative activity, students will become familiar with the writing process and will learn to write for an academic audience. Student writers in the class will be guided through the steps of composing and revising college essays: formulating substantial questions to explore through writing; analyzing audience and purpose; generating ideas; structuring and supporting arguments; marshalling evidence; using sources effectively; and developing a clear, flexible academic voice. Writers will receive frequent feedback from peers and instructor. In addition, the course gives speakers of other languages the opportunity to achieve competence in standard written English and to improve grammar, syntax, diction and style. (staff)

202. Chaucerian Texts, Chaucerian Persons This course explores a broad range of Chaucer's poetry (along with shorter samplings from some of his contemporaries) in the context of the profound cultural changes taking place in Europe at the time.
(Rowe, Division III) *Not offered in 2000-01.*

206. Theories of Reading The focus of this course, instead of literary texts and their production, is the activity of reading. This activity has been described and understood in many different ways: we explore several theories of reading and play them off against one other. Some fiction and poetry are included in the course to help test these theories and work out their implications. (Hedley, Division III) *Not offered in 2000-01.*

210. Renaissance Literature: Performances of Gender Readings chosen to highlight the construction and performance of gender identity during the period from 1550 to 1650 and the ways in which the gender anxieties of 16th- and 17th-century men and women differ from yet speak to our own. Texts will include plays, poems, prose fiction, diaries and polemical writing of the period. (Hedley, Division III)

213. Nature Writing and Environmental Concern An exploration of cultural ideas and literary strategies that writers have used to frame man's problematical place in relation to "Nature," in the work of writers from Thoreau and John Muir to Annie Dillard and Terry Tempest Williams. (Briggs, Division III)

217. Latina/o Literature and Culture. An exploration of narrative and representational strategies used by Latinas/os in the United States to express identity, community, home and nation. In addition to the novels selected for consideration, we will be interacting with a broad range of texts produced by Latina/o cultural critics, visual artists, musicians and film makers. (Rodriguez, Division III)

218. Law and Literature: Constructing "Race" This course will use a broad variety of texts to examine the ways legal themes are represented in literature and how strategies of literary criticism can be applied to law. Texts under consideration will focus on the legal construction and representation of "race" in the United States from the colonial period to the present. (Rodriguez, Division III) *Not offered in 2000-01.*

219. The Ties that Bind: (Re)Constructing the Experience of Slavery in the Americas A thematic exploration of varieties of "slavery" in the Americas which cross racial, linguistic and generic boundaries in order to explore parallels, differentiations and contrapuntal relationships within notions of bondage. (Beard, Division III) *Not offered in 2000-01.*

222. English Renaissance Drama to 1642 A survey of drama in England (not always exclusive of Shakespeare) to the closing of the theaters in 1642, with special attention to theatrical conventions and to the elaboration of specific forms. The generic focus of the survey course changes from year to year. (Kramer, Division III) *Not offered in 2000-01.*

225. A Selective Survey of the Shakespeare Canon (Kramer, Division III)

229. Movies and Mass Politics This course will trace in the history of movie forms a series of debates about the ways that nations can become mass societies, focusing mostly on the ways that Hollywood movies countered the appeals of Communism and Fascism. It will also provide a brief history of major critical theories of how films work. (Tratner, Division III)

233. Spenser and Milton The course is equally divided between Spenser's *Faerie Queene* and Milton's *Paradise Lost*, with additional short readings from each poet's other work. (Rowe, Division III) *Not offered in 2000-01.*

234. Postcolonial Literature in English This course will survey a broad range of novels and poems written while countries were breaking free of British Colonial rule. Readings will also include cultural theorists interested in defining literary issues that arise from the postcolonial situation. (Tratner, Division III)

235. Culture of the Harlem Renaissance The Harlem Renaissance, the historical decade of time from 1924 to 1934, is rich ground to read and explore the philosophy and

nascence of an Africana art aesthetic. We will examine some of the leading ideas, literary texts, visual images, and performing arts that formed cultural sights for Renaissance artistic discourse. Readings, lectures and discussions will be augmented with films and audio recordings as we consider the regional differences and diversity of artistic expression which characterized Renaissance art in Harlem as well as other black urban centers. (Gunkel, Division III)

240. Readings in English Literature, 1660-1744 The rise of new literary genres and the contemporary efforts to find new definitions of heroism and wit, good taste and good manners, sin and salvation, individual identity and social responsibility, and the pressure exerted by changing social, intellectual and political contexts of literature. Readings from Dryden, the Restoration dramatists, early feminist writers, Defoe, Swift and Pope. (Briggs, Division III)

242. Historical Introduction to English Poetry I This course traces the development of English poetry from 1360 to 1700, emphasizing forms, themes and conventions that have become part of the continuing vocabulary of poetry, and exploring the strengths and limitations of different strategies of interpretation. Featured poets: Chaucer, Jonson, Shakespeare, Donne, Milton. (Briggs, Division III) *Not offered in 2000-01.*

243. Historical Introduction to English Poetry II The development of English poetry from 1700 to the present. This course is a continuation of English 242 but can be taken independently. Pope, Wordsworth, Browning, Christina Rossetti, Seamus Heaney, Derek Walcott. (Briggs, Division III) *Not offered in 2000-01.*

244. Poetry as Cultural Criticism An examination of the relationship between poetry and social commentary as it has changed over time, as well as the role of poetic devices in persuasive texts such as advertising, jingles, slogans and protest songs. Authors and texts include Adrienne Rich, Langston Hughes, T. S. Eliot, W. B. Yeats, *Paterson* by W. C. Williams, and *Borderlands/La Frontera* by Gloria Anzaldúa. (Tratner, Division III) *Not offered in 2000-01.*

246. Scribbling Sisters: Pan-African Women Writers A study of black women writers from Africa and the Diaspora with particular attention to the triple concerns of colonization, emancipation, and cross-cultural narratological critique. (Beard, Division III). *Not offered in 2000-01.*

247. The 18th-Century English Novel A study of selected novels in the context of relevant 18th-century social and intellectual trends, formal developments, and critical approaches. Authors include Behn, Defoe, Richardson, Fielding, Johnson, Sterne, Goldsmith, Burney and Austen. (Briggs, Division III) *Not offered in 2000-01.*

248. Introduction to Poetics This course will serve as an introduction to poetics, or how you see, read, hear and speak a poem, and an overview of some landmarks of verse tradition in the West: the ballad, sonnet, villanelle and sestina. The readings, however, will focus on poetry in English of the last 200 years. Works by Emily Dickinson, Walt Whitman, Frank O'Hara, Audre Lorde and Elizabeth Bishop will be covered. The course will be structured into units focusing on sound, structure, image, meaning and audience. In addition

to an introduction to poetry and poetics, it will also provide a context to develop close reading skills. (Willburn, Division III)

250. Methods in Literary Study Through course readings, we will explore the power of language in a variety of linguistic, historical, disciplinary, social and cultural contexts and investigate shifts in meaning as we move from one discursive context to another. Students will be presented with a wide range of texts that explore the power of the written word and provide a foundational basis for the critical and creative analysis of literary studies. Students will also refine their faculties of reading closely, writing incisively and passionately, asking speculative and productive questions, producing their own compelling interpretations, and listening carefully to the textual readings offered by others. (staff, Division III)

253. Romantic Narratives Characteristic forms and dominant myths of romantic narrative, from medieval poetry to modern novels. Authors include the Gawain poet, Charlotte Brönte, Mary Shelley, Coleridge, Woolf, Ondaatje, and theorists such as Freud, Jameson and Harold Bloom. (Bernstein, Division III) *Not offered in 2000-01.*

256. Marginality and Transgression in Victorian Literature A reading of Victorian texts, both canonical and non-canonical, with the aim of foregrounding concerns that High Victorianism tried to suppress or marginalize: poverty, sexuality, revolution, criminality, aestheticism, madness. (Bernstein, Division III) *Not offered in 2000-01.*

262. Survey in African-American Literature Major works of African-American literature, including slave narratives, Afro-Caribbean trickster tales, and the narratives of the Harlem Renaissance, the Black Arts movement and the renaissance of black women writers. (Beard, Division III) *Not offered in 2000-01.*

263. Toni Morrison and the Art of Narrative Conjure All of Morrison's primary imaginative texts, in publication order, as well as essays by Morrison, with a series of critical lenses which explore several vantages for reading a conjured narration. (Beard, Division III) *Not offered in 2000-01.*

264. Moving Passages: Narratives of North American Migration This course will focus on the inventive records of immigration into, and migration around, the United States between World Wars I and II. The movement into, and throughout, this new world has resulted in new knowledge, which we can see articulated in a wide range of textual and filmic forms. Possible texts include Anzia Yezierska's *Bread Givers*, Richard Wright's *Twelve Million Black Voices*, Joy Kogawa's *Obasan*, Ella Deloria's *Waterlily* and Rudolfo Anaya's *Bless Me, Ultima*. (Dalke, Division III)

271. Moderns and Contemporaries This course will focus on the moment of cultural divergence of the novel, which is marked by the disagreement in the early 1900's between "contemporaries," who appealed to the main body of cultured tastes by carrying on the tradition of realism in the novel, and "moderns," who rejected traditional realism and whose difficult styles and ideas about art were inaccessible or even scandalous to the majority. The moderns were admitted to the canon because critics accepted their claim to have achieved a "vision of the whole" (Spender). Recently, however, Jameson has argued that modernism is "the repressed of realism." We shall attempt to test both of these definitions by reading

moderns (James, Lawrence, Conrad, Woolf, Forster) against contemporaries (Wells, Galsworthy, Bennett, Kipling). (Berwind, Division III).

272. New Patterns in Feminist Spirituality Prose writings which explore spirituality from the varied perspectives of 20th-century American women such as Denise Levertov, Rhoda Lerman, Sonia Sanchez, Natalie Goldberg, Hisaye Yamamoto, Bharati Mukherjee, May Sarton, Lucille Clifton, Julia Esquivel, Paula Gunn Allen, Diane Glancy, Leslie Silko, Dorothy Day, Flannery O'Connor, Toni Bambara, Mary Gordon, Cynthia Ozick, Grace Paley and others, read in conjunction with essays by contemporary feminist theologians. (Dalke, Division III) *Not offered in 2000-01.*

280. Major Texts of the Feminist Tradition in the West: From Wollstonecraft to Woolf A study of works, written and spoken, from the mid-17th century to the late 1930's, which examine the causes and nature of women's places in society, and the creation of alternative visions and strategies. Includes authors such as Mary Wollstonecraft, Mary Shelley, Angelina and Sarah Grimke, Margaret Fuller, Elizabeth Cady Stanton, Susan B. Anthony, Sojourner Truth, Harriet Beecher Stowe, Rebecca Harding Davis, Christina Rossetti, Anna Julia Cooper, Charlotte Perkins Gilman, Emma Goldman, Alexandra Kollantai, Radclyffe Hall, Kate Chopin, Simone de Beauvoir and Virginia Woolf. (Dalke, Division III)

282. The Lyric Instruction in the analysis of short poems from different periods. Emphasis on the identification and negotiation of the verbal structures — prosodic, rhetorical, figurative — by which poems express their meaning, with some attention to critical theory. (staff, Division III) *Not offered in 2000-01.*

283. The Urban Novel The representation of the city in fiction from several different historical moments: the material city of the mid-19th century, the turn-of-the-century city, and the early modern and late modern cities. Topics will include: relations between private space and public sphere; the representation of class, both high and low; urban consumerism and commodity culture; the city and memory; the related roles of secrets, plots and detection; and the representation of such urban types as the flaneur and the dandy. Readings include: fiction by Balzac, Dickens, Zola, Wilde, Wharton, Rilke, Woolf, Tanizaki, Cunningham, Calvino, Poe and Doyle; and non-fiction by Benjamin, Simmel, T. J. Clark, Habermas, and Stallybrass and White. (Bernstein, Division III; cross listed as Comparative Literature 283 and Growth and Structure of Cities 283) *Not offered in 2000-01.*

284. Women Poets: Giving Eurydice a Voice The work of several women poets of the 19th and 20th centuries is used to bring a feminist poetic into focus. Poets include Elizabeth Barrett Browning, Emily Dickinson, H. D. and Christina Rossetti, Elizabeth Bishop, Gwendolyn Brooks, Adrienne Rich, Anne Sexton, Sylvia Plath, Audre Lorde, Rita Dove, Marilyn Hacker. (Hedley, Division III) *Not offered in 2000-01.*

289. Lesbian and Gay Literature An introduction to and rich sampling of the varieties of literary production by uncloseted, hence unfurtive, lesbian and gay writers in the United States, United Kingdom and Canada since 1969. (Kramer, Division III) *Not offered in 2000-01.*

292. Introduction to Critical Theories Several approaches to literary interpretation are discussed and applied to a selection of short literary works and films. Theorists and critics include Aristotle, Wordsworth, Cleanth Brooks, Woolf, DuBois, Cixous, Judith Butler, Derrida, Spivack and Foucault. (Tratner, Division III) *Not offered in 2000-01.*

293. The Play of Interpretation A study of the processes and ends of interpretation in the humanities and social sciences. An examination of factors central to interpretation, such as text, author and reader as well as such concepts as structure and history. A study of the models offered by hermeneutics, structuralism, and post-structuralism. (Bernstein, Division III; cross listed as Philosophy 293 and Comparative Literature 293) *Not offered in 2000-01.*

298. The Cultural Politics of Memory An exploration of the idea of "collective memory," memory as monument and spectacle, and the controversial role of media and museums. Special focus on the literature of the Holocaust, the bombing of Hiroshima, and the African-American experience of slavery. (Bernstein, Division III; cross listed as Comparative Literature 298) *Not offered in 2000-01.*

All courses at the 300-level are limited in enrollment and require permission of the instructor to register.

311. Renaissance Lyric Both the continuity of the lyric tradition that begins with Wyatt and the distinctiveness of each poet's work are established. Consideration is given to the social and literary contexts in which lyric poetry was written. Poets include Wyatt, Spenser, Sidney, Shakespeare, Donne, Herbert, and Jonson. (Hedley, Division III) *Not offered in 2000-01.*

318. The Matter of Troy This course will explore the origins, literary life and growth, and cultural uses of the legend of Troy by focusing on a relatively late addition to the Classic material, the love story of Troilus and Cressida, in a number of forms by Chaucer, Henryson, Shakespeare and Dryden, placed in a rich classical and European context. (Kramer, Division III; cross listed as Comparative Literature 318) *Not offered in 2000-01.*

324. Advanced Study of Shakespeare Topics vary from year to year; the course supposes significant prior experience of Shakespearean drama and/or non-Shakespeare Renaissance drama. (Kramer, Rowe, Division III) *Not offered in 2000-01.*

326. The Theaters of Ben Jonson The fullness of Ben Jonson's career as professional dramatist, writer of Court Masques, poet, critic and translator is studied intensively. In certain years, the focus may be altered to set Jonson among his contemporaries. (Kramer, Division III)

328. Renovating Shakespeare Not for an age, but for all time, Shakespeare's plays have been adapted, borrowed from, revised and burlesqued to serve very different interests in different periods. This course explores the history of Shakespearean adaptation from the 17th to the 20th centuries. (Rowe, Division III) *Not offered in 2000-01.*

331. Queer Literature/Queer Theory Feminisms, identity politics, the civil rights movements, human rights discourses, AIDS, technology, law, social/cultural/aesthetic

movements, and post-modern critical thought have (de)formed and transformed feminist and queer critical practices to produce new cultural texts that work through and against the binaries of man/woman, hetero/homo, center/margin, first/third world, oppressor/oppressed, subject/object. Central questions for mutual consideration will include: Who/what constitutes the subject of queer critical practices? How do transgender, bisexual, lesbian and gay identities interact (or fail to interact) with notions of queer, top/bottom, dyke, butch, femme, dramadiva, cyborg, pansexual?

(Rodriguez, Division III; cross listed as Comparative Literature 331)

345. Theorizing Victorian Novels A study of middle- and late-Victorian novels that are notable for their popularity, controversial nature, or status as representative Victorian novels. Themes include new women fiction, utopian visions, colonialism, loss of faith, gothic approaches, and novels about the ghostly (ectoplasmic). We will theorize these novels through various lenses, including cultural studies, commodity culture and queer theory. Our approach will assume that understanding theory is an active, creative process rather than a passive, consumerist one. We will place Victorian novels, contemporary theoretical approaches, and ourselves in conversation with one another about how meaning is made and remade, and about how reading is made to matter. (Willburn, Division III)

346. Modernisms This course will investigate a wide range of works that have been labeled "modernist" in order to raise the question, was there one modernism or were there many disparate and competing ones?

(Tratner, Division III; cross listed as Comparative Literature 346)

351. American Material Life and Culture From the car in every garage to the latest retro fashion trend, the choices we make to fulfill our material desires are open to interpretation. In this seminar, we sample the past and the present, the mundane and the modern to read the artifacts of human experience from numerous theoretical perspectives. We will borrow from the disciplines of material culture, folklore, social history, cultural studies and film studies. We will discern meaning and cultural value from private collections (yard assemblages, family attics, photo albums, etc.) as well as public collections (museums, public art, garbage dumps, etc.). Our material studies will also include literary, film and virtual sources as class interests determine. (Gunkel, Division III)

352. Romanticism and Interpretation An exploration of major Romantic works in poetry and prose with an eye to the distinctive interpretive issues they present, and the way in which modern theorists play out compatible concerns in their writings on such topics as subjectivity, myth, the anxiety of influence, gender and genre, allegory and irony. Authors include Coleridge, Wordsworth, P. B. Shelley, Keats, M. Shelley, Kleist, Hoffmann, Burke, De Quincey, Schiller, Nietzsche, Freud, Bloom, Derrida and de Man.

(Bernstein, Division III; cross listed as Comparative Literature 352) *Not offered in 2000-01.*

354. Virginia Woolf Virginia Woolf has been interpreted as a feminist, a modernist, a crazy person, a resident of Bloomsbury, a victim of child abuse, a snob, a socialist and a creation of literary and popular history. We will try out all these approaches and examine the features of our contemporary world that influence the way Woolf, her work and her era are perceived. We will also attempt to theorize about why we favor certain interpretations over others. (Tratner, Division III)

361. Transformations of the Sonnet from Petrarch to Marilyn Hacker Theory and practice of the sonnet in the Renaissance, 19th and 20th centuries. Sonnets and sonnet sequences by Dante, Petrarch, Shakespeare, Sidney, Wordsworth, Barrett Browning, H.D. and Christina Rossetti, Hopkins, Countee Cullen, Frost, Millay, Dove, Hacker and others. (Hedley, Division III) *Not offered in 2000-01.*

379. The African Griot(te) A focused exploration of the multi-genre productions of Southern African writer Bessie Head and the critical responses to such works. Students are asked to help construct a critical-theoretical framework for talking about a writer who defies categorization or reduction. (Beard, Division III)

380. Landscape Art in Cultural Perspective An exploration of some of the arts of literary landscape, with particular attention to cultural factors which shape the perception, representation, manipulation, and appreciation of landscapes and to the evolution of landscape art within the larger rhythms of cultural history. (Briggs, Division III; cross listed as Comparative Literature 380) *Not offered in 2000-01.*

381. Post-Apartheid Literature South African texts from several language communities which anticipate a post-apartheid polity and texts by contemporary South African writers (Zoe Wicomb, Mark Behr, Nadine Gordimer, Mongane Serote) are read in tandem with works by Radical Reconstruction and Holocaust writers. Several films are shown that focus on the complexities of post-apartheid reconciliation. (Beard, Division III; cross listed as Comparative Literature 381)

384. Theories of Fiction A study of narrative structure and rhetoric, focusing on the models presented in structuralism and post-structuralism, psychoanalysis, and cultural critique. Authors include: the Russian formalists, Hillis Miller, Foucault, Todorov, Barthes, Derrida, Freud, Lacan, Lukacs, Bakhtin, Benjamin, Jameson. (Bernstein, Division III; cross listed as Comparative Literature 384) *Not offered in 2000-01.*

385. Problems in Satire An exploration of the methodological and theoretical underpinnings of great satire in works by Rabelais, Dryden, Swift, Pope, Blake, Wilde, Smiley and others. (Briggs, Division III)

387. Allegory in Theory and Practice Allegory and allegories, from *The Play of Everyman* to *The Crying of Lot 49*. A working knowledge of several different theories of allegory is developed; Renaissance allegories include *The Faerie Queene* and *Pilgrim's Progress*, 19th- and 20th-century allegories include *The Scarlet Letter* and Ralph Ellison's *Invisible Man*. (Hedley, Division III; cross listed as Comparative Literature 387)

392. National Bodies: Theories of Race, Gender, and Sexuality in a Global Context Narrative texts include *Herculine Barbin*, *Woman at Point Zero*, *The Autobiography of Malcolm X*, *I Rogoberta Menchú*, *Dictée*; theoretical essays by Alarcón, Foucault, Trinh Minh-ha, Anzaldúa, Butler, Moallem and others. (Rodriguez, Division III; cross listed as Comparative Literature 392)

Bryn Mawr College

399. The Senior Essay A piece of sustained critical or creative writing or autobiographical reflection. Required of all seniors. (staff)

403. Independent Work Advanced students may pursue independent research projects. Permission of the instructor and major adviser is required. (staff)

Haverford College offers the following courses in English:

- 191b. Poetry Writing
- 192a. Fiction Writing
- 205b. Legends of Arthur
- 212b. The Bible and Literature
- 241b. Eighteenth-Century Literature
- 258a. The Novel
- 262a. The American Moderns
- 265a. Introduction to American Studies: The Sixties
- 270b. Portraits in Black
- 274b. Modern Irish Literature
- 278a. Contemporary Women Writers
- 281b. Fictions of Empire
- 285a. Disabilities: Literature, Education and Law
- 301a. Sex and Gender in the Middle Ages
- 347a. Eighteenth-Century British Literature
- 363a. John Brown's Body
- 368b. Topics in American Literature: Testimony
- 373a. Modernist Narrative
- 386b. Performance and the Art of Identity
- 387b. Topics in American Literature: The Post-Modern — Theory and Fiction

FINE ARTS

At Haverford College

Professors:

R. Christopher Cairns, M.F.A., *Acting Chair, at Haverford College*

William E. Williams, M.F.A., *at Haverford College*

Assistant Professor:

Ying Li, M.F.A., *at Haverford College*

Lecturer:

Emma Varley, M.F.A., *at Bryn Mawr College*

The Fine Arts major at Haverford is coordinated with and complemented by courses in printmaking and other works on paper offered at Bryn Mawr College. The aims of the courses in fine arts are dual. For students not majoring in fine arts these courses aim to develop a visual perception of form and to present knowledge and understanding of it. For students intending to major in fine arts these courses are also intended to promote thinking in visual terms and to foster the skills needed to give expression to these in a form of art.

Fine arts majors are required to concentrate in either painting, sculpture, photography or printmaking. Fine Arts 101; two 200-level courses outside the area of concentration; two 200-level and one 300-level course within the area of concentration; 499; three History of Art courses to be taken at Bryn Mawr are required.

Honors are awarded to majors who show exceptionally high attainment in their course work and whose final exhibition is of superior quality.

101-109. Fine Arts Foundation Program Drawing, painting, photography, sculpture, printmaking. Each subject is an introductory course dealing with the formal elements characteristic of the particular discipline as well as the appropriate techniques. Part of the work is from life models in drawing, painting and sculpture. The course is structured so that students experience the differences as well as the similarities between the various expressions in art, thus affording a “perspective” insight into the visual process as a basis for artistic expression. (staff, Division III)

231a,b. Drawing (2-D) All Media Various drawing media such as charcoal, conté, pencil, ink and mixed media; the relationship between media, techniques and expression. Students are exposed to problems involving space, design and composition as well as “thinking” in two dimensions. Part of the work is from life models. Prerequisite: Fine Arts 101 or permission of instructor. (Li, Division III)

233a,b. Painting: Materials and Techniques Thorough examination of the problems of form, color, texture and their relationships; influence of the various painting techniques upon the expression of a work; the characteristics and limitations of the different media; control over the structure and composition of a work of art; and the relationships of form

and composition, color and composition. Prerequisite: Fine Arts 101 or permission of instructor. (Li, Division III)

241a,b. Drawing (3-D) All Media Treatment in essence of the same problems as Fine Arts 231a, b. However, some of the drawing media are clay modeling in half-hour sketches; the space and design concepts solve three dimensional problems. Part of the work is done from life models. Prerequisite: Fine Arts 101 or permission of instructor. (Cairns, Division III)

243a,b. Sculpture: Materials and Techniques The behavior of objects in space, the concepts and techniques leading up to the form in space, and the characteristics and limitations of the various sculpture media and their influence on the final work; predominant but not exclusive use of clay modeling techniques; fundamental casting procedures. Part of the work is done from life models. Prerequisite: Fine Arts 101 or permission of instructor. (Cairns, Division III)

251a. Photography: Materials and Techniques Students are encouraged to develop an individual approach to photography. Emphasis is placed on the creation of black and white photographic prints which express plastic form, emotions and ideas about the physical world. Work is critiqued weekly to give critical insights into editing of individual student work and the use of the appropriate black and white photographic materials necessary to give coherence to that work. Study of the photography collection, gallery and museum exhibitions, lectures, and a critical analysis of photographic sequences in books and a research project supplement the weekly critiques. In addition, students produce a handmade archival box to house their work, which is organized into a loose sequence and mounted to archival standards. Prerequisite: Fine Arts 101 or permission of instructor. (Williams, Division III)

260b. Photography: Materials and Techniques Students are encouraged to develop an individual approach to photographic prints that express plastic form, emotions and ideas about the physical world in color. Work is critiqued weekly to give critical insights into editing of individual student work and the use of the appropriate color photographic materials necessary to give coherence to that work. Study of the photography collection, gallery and museum exhibitions, lectures, and a critical analysis of photographic sequences in books and a research project supplement the weekly critiques. In addition, students produce a handmade archival box to house their work, which is organized into a loose sequence and mounted to archival standards. Prerequisite: Fine Arts 101 or permission of instructor. (Williams, Division III) *Not offered in 2000-01.*

270b. The Analysis of the Visual Vocabulary A step-by-step analysis of things visual, illustrated with slides, throughout the history of art, from the Lasco caves to the New York School. The visual language art, as used in the visual arts, is analyzed without concern to the object's place in history, its iconography, or stylistic characteristics, unless these are visually relevant. The ahistorical focus on the components of visual language underscores its common grammar, thereby providing the foundation for a synthetic "transhistoric" understanding of art, or any visually-based medium. (Stegeman, Division III)

Fine Arts

272b. Master Class in Fine Arts Art making, including principles of composition, relationships between various techniques, and their resulting expression in the finished work. The work of the Masters from the Middle Ages to the present day are examined and major historical figure compositions from the early Renaissance to the 20th century are analyzed. Field trips are planned to the Philadelphia Museum of Art, the Barnes Foundation, the Metropolitan and the M.O.M.A. in New York. Prerequisite: Fine Arts Foundation or equivalent, or permission of instructor. (Stegeman, Division III) *Not offered in 2000-01.*

In the following Experimental Studio courses, the advanced student is encouraged to try new ideas and develop a personal expression based on a sound knowledge of drawing, painting, sculpture, photographic or lithographic techniques.

331a,b. Experimental Studio (Drawing) Prerequisite: Fine Arts 231a or b, or permission of instructor. (Li)

333a,b. Experimental Studio (Painting) Prerequisite: Fine Arts 233a or b, or permission of instructor. (Li)

341a,b. Experimental Studio (Drawing) Prerequisite: Fine Arts 241a or b, or permission of instructor. (Cairns)

343a,b. Experimental Studio (Sculpture) Prerequisite: Fine Arts 243a or b, or permission of instructor. (Cairns)

351a,b. Experimental Studio (Photography) It is expected that students have a sound knowledge of the craft and aesthetics of photography to do an extended sequence of their work in either book or exhibition format. May be repeated for credit. Prerequisite: Fine Arts 101, 251, 260 and permission of instructor. (Williams)

480a,b. Independent Study (staff)

499. Senior Departmental Studies Study of a selected area of interest providing support for the Fine Arts major's senior show. The student reviews the depth and extent of experience gained to create a coherent body of work, expressive of his/her insights and skills, for the final exhibition. The work presented in this show is juried by a panel consisting of members of the Haverford-Bryn Mawr Fine Arts Department and a member of the History of Art department. (staff)

Courses offered at Bryn Mawr College:

120. Foundation Printmaking: Silkscreen A seven-week course covering various techniques and approaches to silkscreen, including painterly monoprint, stencils, direct drawing, and photo-silkscreen. Emphasizing the expressive potential of the medium to create a personal visual statement. (Varley, Division III)

121. Foundation Printmaking: Relief Printing A seven-week course covering various techniques and approaches to woodcut and linocut, also covering collagraph and drypoint.

Emphasizing the expressive potential of the medium to create a personal visual statement. (Varley, Division III)

122. Foundation Printmaking: Lithography A seven-week course covering various techniques and approaches to lithography, including stone and plate preparation, drawing materials, editioning, black and white printing. Emphasizing the expressive potential of the medium to create a personal visual statement. (Varley, Division III)

123. Foundation Printmaking: Etching A seven-week course covering various techniques and approaches to intaglio printmaking, covering monotypes, soft and hard ground, line, aquatint, color, chine collage, and viscosity printing. Emphasizing the expressive potential of the medium to create a personal visual statement. (Varley, Division III)

222. Basic Drawing Works on Paper An introduction to the materials and techniques of drawing works on paper, including graphite, pen and ink, charcoal, collage and pastel — with a focus on learning to “see” creatively, drawing from various subjects such as still life, landscape, interior and portrait. Drawing from the model is not emphasized. (Varley, Division III)

224, 225. Printmaking: Materials and Techniques Further development into other printmaking techniques, covering a broad range of alternative processes within wood, lino, collagraph, monoprint, drypoint, etching, silkscreen. Students work independently. Prerequisite: permission of instructor by review of portfolio. (Varley, Division III)

230. Computer Drawing Computer drawing is an intermediate drawing course. This class is a continuation of the perceptual and conceptual skills developed from foundation drawing courses at Bryn Mawr and Haverford Colleges. These skills include but are not limited to the establishment of space, the depiction of form, and the logic of a narrative. The students will learn the basics of Photoshop and color printing. The digital camera will also be used. The classes will involve tutorials, projects and group critiques, which will engage students in a critical analysis of the work. Enrollment is limited to 15 students. Prerequisites: 100-level foundation drawing and computer skills. (Varley, staff, Division III)

326, 327. Experimental Studio: Lithography and Intaglio Further development into black-and-white and color lithography and intaglio. The development of a personal direction is encouraged. Prerequisites: Foundation drawing, etching or lithography, and permission of instructor. (Varley, Division III)

403. Supervised Work A workshop for advanced students to develop their ideas in any area of printmaking/works on paper. A cohesive body of work (portfolio) reflecting a specific direction is created by the end of the course. Prerequisite: permission of instructor by review of portfolio. (Varley, Division III)

FRENCH AND FRENCH STUDIES

Professors:

Grace M. Armstrong, Ph.D., *Eunice Morgan Schenck 1907 Professor,
Chair and Major Adviser*

Catherine Lafarge, Ph.D.

Nancy J. Vickers, Ph.D., *President of the College and
Professor of French, Italian and Comparative Literature*

Associate Professors:

Koffi Anyinéfa, Ph.D., *at Haverford College*

Brigitte Mahuzier, Ph.D., *Director of the Avignon Institute*

Assistant Professors:

Francis Higginson, Ph.D.

Duane Kight, Ph.D., *at Haverford College*

David L. Sedley, Ph.D., *at Haverford College*

Senior Lecturers:

Roseline Cousin, Ph.D.

Janet Doner, Ph.D.

Instructor:

Florence Echtman, M.A., *at Bryn Mawr and Haverford Colleges*

Affiliated Faculty:

Lisa Graham, Ph.D., *Assistant Professor of History, at Haverford College*

The bi-college Department of French combines the faculties of Haverford and Bryn Mawr Colleges to offer a unified program and a variety of courses and major options. The purpose of the major in French is to lay the foundation for an understanding and appreciation of French culture through its literature and language, the history of its arts, its thought and its institutions. Course offerings are intended to serve both those with particular interest in French literature, literary theory and criticism, as well as those with particular interest in French and French-speaking lands from the perspective of history, culture and political science. A thorough knowledge of French is a common goal for both orientations, and texts and discussion in French are central both to the program focusing on French history and culture (interdisciplinary concentration) and to the literary specialization (literature concentration).

In the 100-level courses, students are introduced to the study of French literature and culture, and special attention is given to the speaking and writing of French. Courses at the 200 level treat French literature and civilization from the beginning to the present day. Three 200-level courses are devoted to advanced language training, with practice in spoken as well as in written French. Advanced (300-level) courses offer detailed study either of individual authors, genres and movements (literature concentration) or of particular periods, themes and problems in French culture (interdisciplinary concentration). In both tracks, students are

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admitted to advanced courses after satisfactory completion of two semesters of 200-level courses in French.

Students in all courses are encouraged to make use of the Language Learning Center. In French 001, 002, 003, 004, 005, 212, 260 and 262, the use of the laboratory and intensive oral practice in small groups directed by a department assistant form an integral part of the course. French majors find it valuable to supplement the work done at Bryn Mawr and Haverford by study abroad either during the summer at the Institut d'Etudes Françaises d'Avignon or during the sophomore or junior year.

All students who wish to pursue their study of French must take a placement examination upon entrance at Bryn Mawr and Haverford. Those students who begin French have two options: intensive study of the language in the intensive sections offered at Bryn Mawr (the sequence 001-002 Intensive Elementary; 005 Intensive Intermediate and 102 Textes, Images, Voix, or 005 and 105 Directions de la France contemporaine), or non-intensive study of the language at Bryn Mawr and Haverford in the non-intensive sequence (001-002; 003-004; 101-102 or 101-105). In either case, students who pursue French to the 200 level often find it useful to take as their first 200-level course either 212 Travaux pratiques de langue-niveau avancé or 260 Stylistique et traduction. Although it is possible to major in French using either of the two sequences, students who are considering doing so and have been placed at the 001 level are encouraged to take the intensive option.

Requirements in the major subject are:

(1) Literature concentration: French 101-102 or 101-105, French 212 or 260, four semesters of 200-level literature courses, two semesters of 300-level literature courses, and the two-semester Senior Conference;

(2) Interdisciplinary concentration: French 101-102 or 101-105; French 212 or 260; French 291 and 294, the core courses; a minimum of two civilization courses to be chosen among 246, 248, 251, 296, 298, 325, 326, with at least one course at the 300 level; two 200- or 300-level French literature courses, with one of these courses chosen at the 300 level; and the two-semester Senior Conference;

(3) Both concentrations: all French majors are expected to have acquired fluency in the French language, both written and oral. Unless specifically exempted by the department, they are required to take French 212 or 260. Students placed at the 200 level by departmental examinations are exempted from the 100-level requirements. Occasionally, students may be admitted to seminars in the graduate school. Particularly well-qualified students may undertake work toward the joint A.B./M.A. degree in French. Such a program may be completed in four or five years and is undertaken with the approval of the department and of the dean of the Graduate School of Arts and Sciences.

Undergraduates who have excelled in French by maintaining a minimum grade of 3.6 may, if invited by the department, write an honors thesis during the two semesters of their senior year. Departmental honors may also be awarded for excellence in both the oral and written comprehensive examinations at the end of the senior year.

Requirements for a French minor are French 101-102 or 101-105; French 212 or 260; and four 200-level or 300-level courses. At least one course must be at the 300 level. The minor is not available at Haverford.

Students majoring in French may, by a joint recommendation of the deans of the Colleges and the Department of French, be allowed to spend their junior year in France under one of the junior year plans approved by their respective college: those organized by Sweet Briar, BCA, and Wellesley Colleges are approved by both Bryn Mawr and Haverford, and additional programs are accepted separately by Bryn Mawr and Haverford.

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Students wishing to enroll in a summer program may apply for admission to the Institut d'Etudes Françaises d'Avignon, held under the auspices of Bryn Mawr. The institute is designed for selected undergraduates and graduate students with a serious interest in French literature and culture, most particularly for those who anticipate professional careers requiring a knowledge of the language and civilization of France. The curriculum includes general and advanced courses in French language, literature, social sciences, history and art. The program is open to students of high academic achievement who have completed a course in French at the third-year level or the equivalent.

Students of French are also encouraged to take advantage of the many opportunities offered on both campuses for immersion in the language and culture of France: residence in the French House in Haffner at Bryn Mawr; the weekly film series; and the weekly Table française at Haffner, Bryn Mawr, and the Dining Center, Haverford.

The Department of French offers a certification program in secondary teacher education. For more information, see the description of the Education program on page 247.

001-002. Elementary French The speaking and understanding of French are emphasized particularly during the first semester. The work includes regular use of the language laboratory and is supplemented by intensive oral practice sessions. The course meets in intensive (nine hours each week) and non-intensive (six hours each week) sections. This is a year-long course; both semesters are required for credit.
(Cousin, Doner, Echtman, Higginson, Kight)

003-004. Intermediate French The emphasis on speaking and understanding French is continued, texts from French literature and cultural media are read, and short papers are written in French. Students use the language laboratory regularly and attend supplementary oral practice sessions. The course meets in non-intensive (three hours each week) sections that are supplemented by an extra hour per week with an assistant. This is a year-long course; both semesters are required for credit.
(Cousin, Echtman, Higginson, Kight, Lafarge, Sedley)

005. Intensive Intermediate French The emphasis on speaking and understanding French is continued; literary and cultural texts are read; and increasingly longer papers are written in French. In addition to the three class meetings each week, students develop their skills in an additional group session with the professors and in oral practice hours with assistants. Students use the language laboratory regularly. This course prepares students to take 102 or 105 in semester II. Open only to graduates of Intensive Elementary French or to students specially placed by the department. Students who are not graduates of Intensive Elementary French must take either 102 or 105 in semester II to receive credit.
(Armstrong, Doner)

101. Textes, Images, Voix I Presentation of essential problems in literary and cultural analysis by close reading of works selected from various periods and genres (drama, poetry, short stories and novellas). Participation in discussion and practice in written and oral expression are emphasized, as are grammar review and laboratory exercises.
(Anyinéfa, Higginson, Kight, Lafarge, Division III)

102. Textes, Images, Voix II Continued development of students' expertise in literary and cultural analysis by emphasizing close reading as well as oral and written analyses of

increasingly complex works chosen from various genres and periods of French and Francophone writing (i.e., Metropolitan France, Africa). Readings begin with comic theatre of the 17th and 18th centuries and build to increasingly complex nouvelles, poetry and novels of the 19th and 20th centuries. Participation in guided discussion and practice in oral/written expression continue to be emphasized, as are grammar review and laboratory exercises. Prerequisite: French 005 or 101. (Anyinéfa, Armstrong, Division III)

105. Directions de la France contemporaine: le Nouveau Millénaire An examination of contemporary society in France and Francophone cultures as portrayed in recent documents and film. Emphasizing the tension in contemporary French-speaking societies between tradition and change, the course focuses on subjects such as family structures and the changing role of women, cultural and linguistic identity, an increasingly multiracial society, the individual and institutions (religious, political, educational), and les loisirs. In addition to the basic text and review of grammar, readings are chosen from newspapers, contemporary literary texts, and magazines, complemented by video materials. Offered in semester II. Prerequisite: French 005 or 101. (Cousin, Echtman, Mahuzier, Division III)

201. Le chevalier, la dame et le prêtre: littérature et publics du Moyen Age Using literary texts, historical documents, and letters as a mirror of the social classes which they address, this interdisciplinary course studies the principal preoccupations of secular and religious men and women in France from the Carolingian period through 1500. Selected works from epic, *lai*, *roman courtois*, *fabliau*, theater, letters and contemporary biography are read in modern French translation. This course replaces French 294 in 2000-01. (Armstrong, Division III)

202. La Renaissance A study of the development of Humanism, the concept of the Renaissance and the Reformation. The course focuses on representative works, with special attention given to the prose of Rabelais and Montaigne, the Conteurs, the poetry of Marot, Scève, the Pléiade and d'Aubigné. (Sedley, Division III) *Not offered in 2000-01.*

203. Le Grand Siècle Representative authors and literary movements placed within their cultural context, with special attention to development of the theater (Corneille, Molière and Racine) and women writers of various genres. (Sedley, Division III)

204. Le Siècle des lumières Representative texts of the Enlightenment and the Pre-Romantic movement, with emphasis on the development of liberal thought as illustrated in the Encyclopédie and the works of Montesquieu, Voltaire, Diderot and Rousseau. (Lafarge, Division III).

205. Le Temps des prophètes: de Chateaubriand à Baudelaire (1800-1860) From Chateaubriand and Romanticism to Baudelaire, a study of selected poems, novels and plays. (staff, Division III) *Not offered in 2000-01.*

206. Le Temps des virtuoses: Symbolisme, Naturalisme et leur progéniture (1860-1930) A study of selected works by Verlaine, Rimbaud, Zola, Valéry, Claudel, Proust and Gide. (staff, Division III) *Not offered in 2000-01.*

- 207. Missionnaires et cannibales: de Malraux à Modiano (1930-1995)** A study of selected works illustrating the principal literary movements from 1930 to the present. (Higginson, Division III)
- 212. Travaux pratiques de langue-niveau avancé** A general review of the most common difficulties of the French language, with intensive drill in syntax patterns and vocabulary. Practice in composition, conversation and diction. (Anyinéfa, Echtman)
- 216. Le Rire** An examination of laughter and its role in French literature through the ages. The universals of the comic tradition — recurrent techniques, stock characters, evergreen themes — as well as their adaptation within a particular context, whether social, political, historical or literary, are considered. Works are selected from different periods (medieval through 20th century), from different genres (drama, tales, novels, poetry), and for the 20th century, from two media (print and film). (Doner, Division III) *Not offered in 2000-01.*
- 246. Medieval Women** A study of the role of women in selected societies of medieval Europe (from Rome to Early Renaissance) with particular attention to the historical activities and literary portrayal of women in the 12th century. May be offered for interdisciplinary major when written work is presented in French. In English, with an extra weekly session in French. Prerequisite: French 101, History 111, or equivalent. (Armstrong, staff, Division III) *Not offered in 2000-01.*
- 248. Histoire des femmes en France** A study of women and gender in France from the Revolution to the present. The course pays particular attention to the role of women in the French Revolution (declarations, manifestos, women's clubs, salons, etc.) and in the post-revolutionary era, as well as more contemporary feminist manifestations in France since Simone de Beauvoir's *Deuxième Sexe* and the flow of feminist texts produced in the wake of May '68. (Mahuzier, Division III) *Not offered in 2000-01.*
- 250. Introduction à la littérature et au cinéma francophones** A study of male and female writers and cinéastes of Black Africa, Arab North Africa and the Caribbean. (Anyinéfa, Division III)
- 251. La Mosaïque France** A study which opposes discourse of exclusion, xenophobia, racism and the existence of a mythical, unique French identity by examining 20th-century French people and culture in their richness and variety, based on factors like gender, class, region, colonization and decolonization, immigration, and ethnic background. Films and texts by Beauvoir, Ernaux, Carles, Jakez Helias, Zobel, Duras, Cardinal, Begag, Modiano. (staff, Division III) *Not offered in 2000-01.*
- 252. La Vision de la femme dans la littérature française du XVIIe et XVIIIe siècles** The vision of woman in representative French authors from Madame de Lafayette to Madame de Charrière. Novels and essays written by both men and women are studied to illustrate the variations of the vision during these two centuries. (Lafarge, Division III) *Not offered in 2000-01.*

- 260. Stylistique et traduction** Intensive practice in speaking and writing. Conversation, discussion, advanced training in grammar and stylistics, translation of literary and non-literary texts, and original composition. (Cousin, Doner)
- 280. Analyses sémiologiques de la culture française: stéréotypes et réalités** A study of how French society represents itself both to the French and to others, and of the discrepancies between this representation and the more complex, evolving reality. Conducted through various media (popular and serious literature, films, art, theater, computer media, song, television, talk shows, pedagogical texts, etc.) this study focuses on representation and reality in political and social life, national history, the European Union, Parisian and provincial contexts with their microcultures, finance, fashion, and sexual mores. (staff, Division III) *Not offered in 2000-01.*
- 291. La Civilisation française** A survey of French cultures and society from the Revolution to De Gaulle's Republic. Serves as one of the core courses for the interdisciplinary concentration. (Mahuzier, Division III)
- 294. La Civilisation française: les origines** A study of the historical development of French civilization from its medieval origins to the end of Louis XIV's reign. Emphasis on the interconnections among politics, history of ideas, and aesthetics. Among topics of particular importance treated in this course are: romanesque versus Gothic art and architecture; medieval theocentrism versus Renaissance humanism; and the political, scientific and philosophical foundations of French Classicism. This course serves as one of the introductory courses for the interdisciplinary concentration. (staff, Division III) *In 2000-01, replaced by French 201.*
- 295. La Ville de Paris aux XVIIe et XVIIIe siècles** A study of the geography, architecture, economics, sociology and politics of Paris in these two periods. (Lafarge, Division III; cross listed as Growth and Structure of Cities 295) *Not offered in 2000-01.*
- 298. La France depuis 1945** This in-depth analysis of contemporary France, at a more advanced level than 105, explores the political, social and cultural foundations of today's France from 1945 on. The course examines the main historical events (reconstruction after World War II, the colonial wars in Indochina and North Africa, De Gaulle's foundation of the Fifth Republic, the socialist experiment in 1981) and the history of ideas (the Sartre-Camus opposition, structuralism, theoretical trends in literature, cinema, and the theater). Includes an introduction to the cultural variety of Francophonie. (staff, Division III) *Not offered in 2000-01.*
- 299. Littérature, histoire, et société de la Révolution à la Première Guerre mondiale** A study of the language and political, social and ethical messages of literary texts whose authors were "engagés" in the conflicts, wars and revolutions that shook French society from the advent of the 1789 Revolution to the First World War. Counts for either the literary or interdisciplinary track. (Mahuzier, Division III)
- 302. Le printemps de la parole féminine: femmes écrivains des débuts** This study of selected women authors from the French Middle Ages, Renaissance and Classical period — among them Marie de France, the troubairitz, Christine de Pisan, Marguerite de Navarre

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and Madame de Lafayette — examines the way in which they appropriate and transform the male writing tradition and define themselves as self-conscious artists within or outside it. Particular attention will be paid to identifying recurring concerns and structures in their works, and to assessing their importance to female writing: among them, the poetics of silence, reproduction as a metaphor for artistic creation, and sociopolitical engagement. (Armstrong, Division III; cross listed as Comparative Literature 302)

Not offered in 2000-01.

303. Amour et passion A study of these constant themes through selected literature from the Middle Ages to the 20th century and various genres like the novel, poetry and tragedy with emphasis on permanence and change, factors that impinge on love and passion, and their expression in language. Included are Tristan et Iseut, 16th-century poetry, works by Racine, Prévost, Constant, Balzac and Duras. (staff, Division III) *Not offered in 2000-01.*

306. Libertinage et érotisme au XVIIIe siècle A close study of works representative of the 18th-century French novel, with special attention to the memoir novel (Marivaux and Prévost), the philosophical novel (Diderot and Voltaire), and the epistolary novel (Rousseau, Laclos and Rétif de la Bretonne). (Lafarge, Division III)

307. Le Théâtre du XVIIIe siècle: Marivaux, Beaumarchais A study of the two most famous writers of comedies in the 18th century and of the contributions of authors like Lesage, Voltaire and Diderot, their place in the history of the genre, and an explanation of why the theater was one of the great passions of the century. (Lafarge, Division III) *Not offered in 2000-01.*

308. Baudelaire A study of the *Fleurs du Mal* and the *Petits Poèmes en prose*, with emphasis upon the modernité of themes and techniques. Attention is also given to the Paradis artificiels and a selection of Baudelaire's critical writings as primary sources of later definitions of the nature and function of the symbol in poetry and other arts. (Mahuzier, Division III)

312. Variations sur le récit moderne: ruses et ressources (staff, Division III)

315. Femmes écrivains du XIXe et du XXe siècle: George Sand, Colette, Simone de Beauvoir A study of the fiction of these three major women writers, each of whom addressed some of the issues of feminism, but were more largely concerned with the problem of identity at the height of the Romantic era, La Belle Epoque and the Age of Existentialism. (staff, Division III)

319. Verlaine et Rimbaud A close study of the major works of the two poets, with special attention to their distinctive evolution, treatment of archetypal themes and images, and experiments with poetic form and language. (Maurin, Division III) *Not offered in 2000-01.*

325, 326. Etudes avancées de civilisation An in-depth study of a particular topic, event or historical figure in French civilisation. The seminar topic rotates among the following subjects: La Révolution française: histoire, littérature et culture; L'Environnement naturel dans la culture française; Mal et valeurs éthiques; Le Cinéma et la politique, 1940-

1968; Le Nationalisme en France et dans les pays francophones; Etude socio-culturelle des arts du manger en France du Moyen Age à nos jours; Crimes et criminalité.

(Mahuzier, Division III)

350. Voix médiévales et échos modernes A study of selected 19th- and 20th-century works inspired by medieval subjects, such as the Grail and Arthurian legends, and by medieval genres, such as the roman, saints' lives or the miracle play. Included are works by Hugo, Flaubert, Claudel, Anouilh, Bonnefoy, Genevoix, Gracq and Yourcenar.

(Armstrong, Division III) *Not offered in 2000-01.*

398-399. Senior Conference A weekly seminar examining representative French and Francophone literary texts and cultural documents from all periods, and the interpretive problems they raise. Close reading and dissection of texts, complemented by extensive secondary readings from different schools of interpretation, prepare students to analyze others' critical stances and to develop their own. In addition to short essays and oral presentations, students write a long paper each semester and end the year with Senior Comprehensives, which consist of an oral explication of a French literary text or cultural document and a four-hour written examination. (Armstrong, Lafarge)

Courses which may be offered by current faculty as student interest and circumstances permit:

- 220. **Dadaïsme et Surréalisme** (Higginson)
- 296. **Littérature, Histoire et Société de la Renaissance à la Révolution** (staff)
- 301. **Le roman courtois** (Armstrong)
- 307. **Marivaux et Giraudoux** (Lafarge)
- 309. **Du symbolisme au naturalisme** (Mahuzier)
- 313. **Poètes du XXe siècle** (staff)
- 354. **Ecrivains engagés de Montaigne à Sartre** (staff)

GEOLOGY

Professors:

Maria Luisa B. Crawford, Ph.D., *Bryn Mawr College Professor of Science and Environmental Studies and Chair*

W. Bruce Saunders, Ph.D., *Class of 1897 Professor and Major Adviser*

Assistant Professor:

Juliet G. Crider, Ph.D.

Lecturer:

Donald C. Barber, M.S.

The department seeks to make students more aware of the physical world around them and of its development through time. The subject includes a study of the materials of which the earth is made; of the physical processes which have formed the Earth, especially near the surface; of the history of the Earth and its organisms; and of the various techniques necessary to investigate Earth processes and history. Each introductory course is designed to cover a broad group of topics from a different perspective. Students may elect any of the 100-level courses. Geology applies many scientific disciplines to investigate problems of the Earth. Fieldwork is an essential part of geologic training and is part of many classes and of most independent research projects.

Fourteen courses are required for the major: Geology 101 or 103, 102, 201, 202, 203, 204 and 205; two courses each in two of the following: chemistry, mathematics, physics; Geology 403; and either two advanced geology courses or one advanced geology course and an additional upper-level course in chemistry, mathematics or physics. Additional courses in the allied sciences are strongly recommended and are required by most graduate schools. A student who wishes to follow a career in geology should plan to attend a summer field course, usually following the completion of the 200-level courses.

A minor in geology consists of Geology 101 or 103, 102 and any four of the following: Geology 201, 202, 203, 204, 205, 206 or 236.

The Environmental Sciences Concentration at Bryn Mawr allows students to explore the interactions between the geosphere, biosphere and human societies. The concentration, offered jointly by the Departments of Anthropology, Biology and Geology, takes the form of concentrations in each of the three departments. The Environmental Concentration in Geology consists of the five core courses required of all environmental science concentrators – Biology 101, 220, Anthropology 101, Geology 103, and the senior seminar in environmental studies – as well as twelve courses specific to the Environmental Concentration in Geology: Chemistry 101 or 103, 104, Mathematics 101, 102, Geology 101, 201, 202, 205, 302 or 313 or 315, 403, one additional 300-level course in Geology or Biology, and one additional course in Anthropology. Students are encouraged to take additional environmentally-oriented courses in the social sciences and the humanities, such as Economics 105, 213, 214 and 234, Growth and Structure of Cities 185 and Political Science 222.

All geology majors undertake a research project (Geology 403) in the senior year. A student may elect to do a one- or two-semester project with the approval of the department. Honors are awarded to students who have outstanding academic records in geology and

allied fields, and whose research is judged by the faculty of the department to be of the highest quality.

101. How the Earth Works An introduction to the study of planet Earth – the materials of which it is made, the forces that shape its surface and interior, the relationship of geological processes to people, and the application of geological knowledge to the search for useful materials. Laboratory and field work focus on learning the tools for geological investigations and applying them to the local area and selected areas around the world. Three lectures and one afternoon of laboratory or field work a week. One required one-day field trip on a weekend. (Crawford, Crider, Division IIL)

102. Earth History The history of the Earth from its beginning and the evolution of the living forms that have populated it. Three lectures, one afternoon of laboratory a week. A required three-day field trip is taken in the late spring. An extra fee is collected for this trip. (Saunders, Division IIL)

103. Introduction to Earth System Science and the Environment This integrated approach to studying the Earth focuses on interactions between geologic, biologic, climatic and oceanographic processes. The first half of the course provides a basic understanding of systems operating within the geosphere, atmosphere, hydrosphere and biosphere. The second half is devoted to developing an understanding of the interactions between these systems, including the consequences of population and economic growth, industrial development, and land use changes. The course consists of two lectures and one lab a week, and includes a required three-day field trip for which an extra fee is collected. (Barber, Division IIL; cross listed as Growth and Structure of Cities 103)

201. Crystallography and Optical Mineralogy The study of morphological and optical crystallography. Description of the external symmetry of crystalline solids and instruction in the use of the polarizing microscope for use in identifying minerals. Crystal chemistry, representative ionic and covalent atomic structures, and silicate polymer repeat groups. Lecture three hours, laboratory three hours a week. Prerequisite: Geology 101 or 103 or Chemistry 101 or 103 and 104. (Crawford, Division IIL)

202. Mineralogy and Crystal Chemistry Descriptive and determinative hand specimen and optical mineralogy. The relation between the physical properties of minerals and their structures and chemical composition. The occurrence and the petrography of typical mineral associations. Lecture three hours, laboratory three hours a week. Prerequisite: Geology 201. (Crawford, Division IIL)

203. Invertebrate Paleobiology Biology, evolution, ecology and morphology of the major marine invertebrate fossil groups. Three lectures and one three-hour laboratory a week. A semester-long research project introducing microcomputer-based morphometric analysis will be based on material collected on a three-day trip to the Tertiary deposits of the Chesapeake Bay. (Saunders, Division IIL)

204. Structural Geology Three lectures and three hours of laboratory a week, plus weekend field trips. Recognition and description of deformed rocks, map reading, and an

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introduction to the mechanics and patterns of deformation. Prerequisites: Geology 101 and Mathematics 101. (Crider, Division IIL)

205. Sedimentary Materials and Environments An introduction to the principles of sedimentary petrology, stratigraphy, facies analysis and basin analysis. The first portion of the course explores the controls on composition and texture of sedimentary materials — clastic, carbonate and chemical. The second portion is devoted to the study of sedimentology and sedimentary structures, and the construction of facies models to aid in environmental reconstructions. Finally, the first two parts of the course are placed in a global context through an introduction to sedimentary basin analysis. Two lectures and one lab a week, with several field trips. Prerequisites: Geology 101 or permission of instructor. Recommended: Geology 201, 202 and 203. (Barber, Division IIL)

206. Energy, Resources and Public Policy An examination of issues concerning the supply of energy and raw materials required by humanity. This includes an investigation of requirements and supply of energy and of essential resources, of the geological framework that determines resource availability, and of the social, economic and political considerations related to energy production and resource development. Two 90-minute lectures per week. Prerequisite: one year of college science.

(staff, Division II) *Offered in alternate years. Not offered in 2000-01.*

209. Natural Hazards and Human Populations Discussion of earth processes that occur on human time scales and their impact on humanity both past and present. We will evaluate the past, current and future hazards presented by one or more of the following: earthquakes, volcanoes, landslides and abrupt climatic events. The course will include discussion of the social, economic and policy contexts in which geologic processes become geologic hazards. Case studies will be drawn from contemporary and ancient societies. For the topic of the current year, contact the department. Lecture three hours a week. Prerequisite: one year of college science or permission of the instructor.

(Crider, Division II) *Offered in alternate years.*

236. Evolution The development of evolutionary thought is generally regarded as the most profound scientific event of the 19th century. Although its foundations are primarily in biology and geology, the study of evolution and its implications extends to many disciplines. This course emphasizes the nature of evolution in terms of process, product, patterns, historical development of the theory, and its application to interpretations of organic history. Prerequisite: a science course at the 100 level or permission of instructor.

(Saunders, Gardiner, Saunders, Davis; cross listed as Anthropology 236 and Biology 236)

301. Geochemistry of Crystalline Rocks Principles and theory of various aspects of geochemistry to include elementary thermodynamics and phase diagrams, an introduction to isotopes, and applications of chemistry to the study of igneous and metamorphic rocks. Three lectures a week, occasionally augmented by field work. Prerequisites: Geology 202 and Chemistry 101 or 103, and 104 or permission of instructor.

(Crawford) *Not offered in 2000-01.*

302. Low Temperature Geochemistry The geochemistry of earth surface processes. Emphasis is on the chemistry of surface waters, atmosphere-water and water-rock

interactions. Fundamental principles are applied to natural systems with particular focus on chemical sediments, diagenesis and environmental chemistry. Three hours of lecture a week and problem sessions. Prerequisites: Chemistry 103, 104 and Geology 202 or two 200-level chemistry courses, or permission of instructor. (Crawford) *Not offered in 2000-01.*

303. Advanced Paleontology Principles, theory and application of various aspects of paleobiology such as evolution. Three lectures, three hours of laboratory a week (with occasional field work). Prerequisite: Geology 203 or permission of instructor. (Saunders)

304. Tectonics Three hours of lecture and a problem session a week. Plate tectonics and continental orogeny are reviewed in light of the geologic record in selected mountain ranges and certain geophysical data. Prerequisite: Geology 204. (Crider) *Offered in alternate years.*

305. Igneous and Metamorphic Petrology The origin, mode of occurrence, and distribution of igneous and metamorphic rocks. The focus is on the experimental and field evidence for interpreting rock associations and the interplay between igneous and metamorphic rock genesis and tectonics. Three lectures and three hours of laboratory or equivalent field work a week. Occasional weekend field trips. Prerequisites: Geology 201, 202 and Chemistry 101 or 103, and 104. (Crawford)

306. Advanced Sedimentary Geology For those students wishing to pursue advanced study of sedimentary petrology, facies analysis and basin analysis. This project-centered course involves the collection and analysis of sedimentological data. Students will work together on a single project of moderate complexity, determined by mutual consent during the first week of class. Class meets once weekly, for three hours, and will also include several weekend field trips. Prerequisites: Geology 202 and 205, or permission of instructor. (staff) *Not offered in 2000-01.*

310. Introduction to Geophysics What do we know about the interior of the Earth? How do we know it? Geophysical observations of the Earth's magnetic field, gravity field, heat flow, radioactivity, and the propagation of seismic waves through the Earth each provide a means to study the mechanisms of plate tectonics and provide a window to the remote (subsurface) regions of the Earth. Geophysical techniques are some of the principal tools used in the exploration for mineral and energy resources; in the monitoring of groundwater, earthquakes and volcanoes; and in the investigation of other planets in our solar system. This course is designed for all geology majors, for astronomy majors interested in the study of planets, and for physics majors interested in how physics is applied to the study of the Earth. Three class hours a week. Prerequisites: Geology 101 and Physics 101-102. (Crider)

313. Ground Water, Contamination and Remediation This course reviews the science and policy of ground water contamination. Part I introduces ground water hydrogeology and tools for ground water-resource characterization. Part II covers groundwater contamination and remediation schemes. We also discuss the role of ground water in geologic processes, numerical modeling of ground water flow, and public policy regarding contamination and cleanup. Three hours of lecture and three hours of laboratory a week, plus one weekend field trip. Prerequisite: Geology 101 or 103. Corequisite: Math 101. (Crider) *Not offered in 2000-01.*

314. Marine Geology An introduction to the structure and tectonics of ocean basins, their sedimentary record, and the place of marine systems in the geologic record. Includes an overview of physical and chemical oceanography in addition to traditionally geological concepts. Meets three times weekly for a combination of lecture, seminar and "hands-on" approaches to the subject. Prerequisite: Geology 101 or 103. (staff) *Not offered in 2000-01.*

336. Evolutionary Biology: Advanced Topics A seminar course on current issues in evolution. Discussion based on readings from the primary literature. Topics vary from year to year. One three-hour discussion a week. Prerequisite: Geology 236 or permission of instructor. (Gardiner, Saunders, staff; cross listed as Anthropology 336 and Biology 336) *Not offered in 2000-01.*

397. Senior Seminar in Environmental Studies. (Greif)

403. Independent Research An independent project in the field, laboratory, or library culminating in a written report and oral presentation. (staff)

Graduate seminars in geology are open to qualified undergraduates with the permission of the instructor, the student's dean and the dean of the Graduate School of Arts and Sciences.

GERMAN AND GERMAN STUDIES

Professor of German and Comparative Literature:

Azade Seyhan, Ph.D., *Fairbank Professor in the Humanities*

Associate Professor:

Ulrich Schönherr, Ph.D., *at Haverford College*

Assistant Professor:

Imke Meyer, Ph.D., *Chair*

Visiting Assistant Professor:

David Kenosian, Ph.D., *at Haverford College*

Lecturer:

Susan Schwaneflugel, Ph.D.

Affiliated Faculty:

Jane Caplan, Ph.D., *Marjorie Walter Goodhart Professor of History*

Robert J. Dostal, Ph.D., *Provost of the College and Rufus M. Jones Professor of Philosophy and Religion*

Richard Freedman, Ph.D., *Associate Professor of Music, at Haverford College*

Carol J. Hager, Ph.D., *Associate Professor of Political Science*

Christiane Hertel, Ph.D., *Associate Professor of History of Art*

Lisa Saltzman, Ph.D., *Assistant Professor of History of Art*

Kathleen Wright, Ph.D., *Professor of Philosophy, at Haverford College*

The Department of German draws upon the expertise of the German faculty at both Bryn Mawr and Haverford Colleges to offer a broadly conceived German Studies program, incorporating a variety of courses and major options. The purpose of the major in German is to lay the foundation for a critical understanding of German culture in its contemporary international context and its larger political, social and intellectual history. To this end we encourage a thorough and comparative study of the German language and culture through its linguistic and literary history, systems of thought, institutions, political configurations, and arts and sciences. The German program aims, by means of various methodological approaches to the study of another language, to foster critical thinking, expository writing skills, understanding of the diversity of culture(s), and the ability to respond creatively to the challenges posed by cultural difference in an increasingly multicultural world. Course offerings are intended to serve both students with particular interests in German literature and literary theory and criticism, and those interested in studying German and German-speaking cultures from the perspective of communication arts, film, history, history of ideas, history of art and architecture, history of religion, institutions, linguistics, mass media, philosophy, politics, urban anthropology and folklore.

A thorough knowledge of German is a common goal for both major concentrations. The objective of our language instruction is to teach students communicative skills that would enable them to function effectively in authentic conditions of language use and to speak and write in idiomatic German. A major component of all German courses is the examination of issues that underline the cosmopolitanism as well as the specificity and complexity of contemporary German culture. Many German majors can and are encouraged to take courses in interdisciplinary areas, such as Comparative Literature, Feminist and Gender Studies, History, Music, Philosophy, and Political Science, where they read works of criticism in these areas in the original German.

The German major consists of 10 units. All courses at the 200 or 300 level count toward the major requirements, either in a literature concentration or in a German Studies concentration. A literature concentration normally follows the sequence 201 and/or 202; 205 or 206, or 214, 215; plus additional courses to complete the ten units, two of them at the 300 level; and finally one semester of Senior Conference. A German Studies major normally includes 223 and/or 224; one 200- and one 300-level course in German literature; three courses (at least one should be a 300-level course) in subjects central to aspects of German culture, history or politics; and one semester of German 321 (Advanced Topics in German Cultural Studies). Within each concentration, courses need to be selected so as to achieve a reasonable breadth, but also a degree of disciplinary coherence. Within departmental offerings, German 201 and 202 (Advanced Training) strongly emphasize the development of conversational, writing and interpretive skills. German majors are encouraged, when possible, to take work in at least one foreign language other than German.

Any student whose grade point average in the major at the end of the senior year is 3.8 or above qualifies by grade point average alone for departmental honors. Students whose major grade point average at the end of the senior year is 3.6 or better, but not 3.8, are eligible to be discussed as candidates for departmental honors. A student in this range of eligibility must be sponsored by at least one faculty member with whom she has done course work, and at least one other faculty member must read some of the student's advanced work and agree on the excellence of the work in order for departmental honors to be awarded. If there is a sharp difference of opinion, additional readers will serve as needed.

German and German Studies

A minor in German and German Studies consists of seven units of work. To earn a minor, students are normally required to take German 201 or 202, four additional units covering a reasonable range of study topics, of which at least one unit is at the 300 level. Additional upper-level courses in the broader area of German Studies may be counted toward the seven units with the approval of the department.

Students majoring in German are encouraged to spend some time in German-speaking countries in the course of their undergraduate studies. Various possibilities are available: summer work programs, DAAD (German Academic Exchange) scholarships for summer courses at German universities, and selected junior year abroad programs.

Students of German are also encouraged to take advantage of the many opportunities on both campuses for immersion programs in German language and culture: residence in Haffner Hall foreign language apartments; the German Film Series; the German Lecture Series; the weekly *Stammtisch*; and more informal conversational groups attended by faculty.

001-002. Elementary German Meets five hours a week with the individual class instructor, two hours with student drill instructors. Strong emphasis on communicative competence both in spoken and written German in a larger cultural context. This is a year-long course; both semesters are required for credit. (staff)

101, 102. Intermediate German Thorough review of grammar, exercises in composition and conversation. Enforcement of correct grammatical patterns and idiomatic use of language. Study of selected literary and cultural texts and films from German-speaking countries. Two semesters. (staff)

201. Advanced Training: Language, Text, Context Emphasis on the development of conversational, writing and interpretive skills through an introductory study of German political, cultural and intellectual life and history, including public debate, institutional practices, mass media, crosscultural currents, folklore, fashion and advertising. Course content may vary. (Meyer, Schönherr, Seyhan, Division III)

202. Advanced Training: Introduction to German Studies Interdisciplinary and historical approaches to the study of German language and culture. Selected texts for study are drawn from autobiography, anthropology, Märchen, satire, philosophical essays and fables, art and film criticism, discourses of gender, travel writing, cultural productions of minority groups, and scientific and journalistic writings. Emphasis is on a critical understanding of issues such as linguistic imperialism and exclusion, language and power, gender and language, and ideology and language. (Kenosian, Meyer, Schönherr, Seyhan, Division III)

209. Introduction to Literary Analysis: Philosophical Approaches to Criticism A focus on applications and implications of theoretical and aesthetic models of knowledge for the study of literary works. (Seyhan, Division III; cross listed as Comparative Literature 209 and Philosophy 209) *Not offered in 2000-01.*

212. Readings in German Intellectual History Study of selected texts of German intellectual history, introducing representative works of G. E. Lessing, Immanuel Kant, Friedrich Schiller, Georg W. F. Hegel, Karl Marx, Friedrich Nietzsche, Sigmund Freud,

Martin Heidegger, Werner Heisenberg, Theodor W. Adorno, Walter Benjamin, Ludwig Wittgenstein, Hannah Arendt and Jürgen Habermas. The course aims to introduce students to an advanced cultural reading range and the languages and terminology of humanistic disciplines in German-speaking countries, and seeks to develop their critical and interpretive skills. (Meyer, Schönherr, Seyhan, Division III) *Not offered in 2000-01.*

215. Survey of Literature in German A study of the major periods of German literature within a cultural and historical context, including representative texts for each period. Topic for fall 2000: Franz Kafka and the Crisis of Modernism. (Kenosian, Meyer, Schönherr, Division III)

223, 224. Topics in German Cultural Studies: Geschichte und Geschichten Course content varies. Topic for spring 2001: Revolution and German Culture, 1789-1989. (Meyer, Schönherr, Schwanetlugel, Division III)

245. Interdisciplinary Approaches to German Literature and Culture Course content varies. Topic for fall 2000: Women's Narratives on Modern Migrancy, Exile and Diasporas. (Seyhan, Division III; cross listed as Anthropology 246 and Comparative Literature 245)

262. Film and the German Literary Imagination This course provides an introduction to narrative structures and strategies in fiction and film. It focuses on the different ways written texts and visual media tell their stories, represent their times and promote forms of historical and cultural remembering. (Seyhan, Division III) *Not offered in 2000-01.*

299. Cultural Diversity and Its Representations A focus on representations of "foreignness" and "others" in selected German works since the 18th century, including works of art, social texts and film, and on the cultural productions of non-German writers and artists living in Germany today. (Seyhan, Division III) *Not offered in 2000-01.*

305. Modern German Drama Theory and practice of dramatic arts in selected plays by major German, Austrian and Swiss playwrights from the 18th century to the present. (Meyer, Seyhan, Division III) *Not offered in 2000-01.*

320. Topics in German Literature Course content varies. Previous course offerings include Romantic Literary Theory and Literary Modernity, the Experience of the Foreign in German Culture, Configurations of Femininity in German Literature, and Nietzsche and Modern Cultural Criticism. Topic for fall 2000: Contemporary German Fiction, 1970-2000. (Schönherr, Division III). Topic for spring 2001: Romancing Culture. (Seyhan, Division III; cross listed as Comparative Literature 320)

321. Advanced Topics in German Cultural Studies Course content varies. Previous topics include Vienna 1900, Berlin in the 1920s. Topic for fall 2000: Political Transformation in Eastern and Western Europe — Germany and Its Neighbors (Hager, Division I and III; cross listed as Political Science 308). Topic for spring 2001: Picturing Gender — Femininity and Masculinity in German Cinema. (Meyer, Division III; cross listed as Feminist and Gender Studies 321)

399. Senior Conference (staff)

403. Independent Study (staff)

In addition to courses that focus on the study of German language, culture and civilization offered by the Department of German, courses relating to any aspect of German culture, history and politics given in other departments can count toward requirements for a major or minor in German Studies. This is particularly true of courses in Comparative Literature, Feminist and Gender Studies, Film, History, History of Art, Music, Philosophy, Political Science and Theater.

The following courses at Bryn Mawr College are recommended electives for German Studies majors:

Comparative Literature 210. Women and Opera

English 293. The Play of Interpretation

History 248. Germany since 1918: From Revolution to Reunification

History 318, 319. Topics in Modern European History

History of Art 237. Northern Renaissance

History of Art 253. Survey of Western Architecture

History of Art 348. Topics in German Art

Philosophy 222. Aesthetics

Philosophy 323. Culture and Interpretation

Political Science 205. European Politics: Between Unification and Dissolution

Political Science 321. Technology and Politics

The following Haverford courses are recommended electives for German Studies majors:

History 356b. Topics in European History: Fin de Siècle

Music 130a. Beethoven in Context

Music 230a. European Musical Heritage I

Music 231b. European Musical Heritage II

Music 250b. Words and Music: Wagner's Ring and the Modern World

Philosophy 225a. Hegel

Philosophy 226b. Nietzsche

GREEK, LATIN AND CLASSICAL STUDIES

Professors:

Julia H. Gaisser, Ph.D., *Eugenia Chase Guild Professor in the Humanities*

Richard Hamilton, Ph.D., *Paul Shorey Professor of Greek*

Russell T. Scott, Ph.D., *Doreen C. Spitzer Professor of Classical Studies and Latin,
Chair and Major Adviser*

Associate Professor of Greek and Latin:

T. Corey Brennan, Ph.D. (on leave, 2000-01)

Lecturers:

Radcliffe Edmonds, Ph.D.

Prudence J. Jones, Ph.D.

The department offers four concentrations in Classics: Greek, Latin, Classical Languages and Classical Studies. In addition to the sequence of courses specified for each concentration, all students must participate in the senior conference, a full-year course. In the first term students study various fields in Classics (e.g., law, literary history, philosophy, religion, social history), while in the second term they write a long research paper and present their findings to the group. Senior essays of exceptionally high quality may be awarded departmental honors at commencement.

Students of Classics, according to their concentrations, are encouraged to consider a term of study during junior year at the College Year in Athens or the Intercollegiate Center for Classical Studies in Rome.

GREEK

The sequence of courses in the ancient Greek language is designed to acquaint the students with the various aspects of Greek culture through a mastery of the language and a comprehension of Greek history, mythology, religion and the other basic forms of expression through which the culture developed. The works of poets, philosophers and historians are studied both in their historical context and in relation to subsequent Western thought. In addition, the department regularly offers one or more courses on Greek history, myth, literature or religion for which knowledge of the Greek language is not required.

Requirements in the major are, in addition to the Classics Senior Seminar: 016, 017, 101, 104, 201, 202 and either 305 or 306. Also required are three courses to be distributed as follows: one in Greek history, one in Greek archaeology, and one in Greek philosophy. The major is completed with a comprehensive sight translation of Greek to English.

Prospective majors in Greek are advised to take Greek 016 and 017 in the freshman year. For students entering with Greek there is the possibility of completing the requirements for both A.B. and M.A. degrees in four years. Those interested in pursuing advanced degrees are advised to have a firm grounding in Latin.

Requirements for a minor in Greek are: 016, 017, 101, 104, 201 and 202.

016, 017. Reading Greek for the Golden Age A grammar-based, “bottom-up” introduction to classical Greek, emphasizing mastery of individual letters, nouns and verbs, and finally single sentences supplemented by readings each week from a “top-down” introduction focusing on the paragraph, comprehension of context and Greek idiom, with the goal of reading a dialogue of Plato and a speech by Lysias. (Hamilton, Jones)

101. Herodotus Book I of Herodotus’ *History* and weekly prose composition. (Hamilton, Division III)

103. New Testament Selections from the Gospels, Acts and Epistles. (Hamilton, Division III) *Not offered in 2000-01.*

104. Homer Several books of the *Odyssey* are read and verse composition is attempted. A short essay is required. (Edmonds, Division III)

201. Plato and Thucydides The Symposium and the history of the Sicilian Expedition. (Edmonds, Division III)

202. The Form of Tragedy (Jones, Division III)

Courses for which a knowledge of Greek is not required are listed under Classical Studies.

Haverford College offers the following courses in Greek:

Classics 001. Elementary Greek

Classics 101a. Introduction to Greek Literature: Herodotus

Classics 101b. Introduction to Greek Poetry: Homer’s Odyssey

Classics 251a. Advanced Greek

Classics 251b. Advanced Greek: Tragedy

LATIN

The major in Latin is designed to acquaint the student with Roman literature and culture, which are examined both in their classical context and as influences on the medieval and modern world.

Requirements for the major are 10 courses: Latin 101, 102, two literature courses at the 200 level, two literature courses at the 300 level, History 207 or 208, Senior Conference, and two courses to be selected from the following: Latin 205; Classical Archaeology or Greek at the 100 level or above; French, Italian or Spanish at the 200 level or above. Courses taken at the Intercollegiate Center for Classical Studies in Rome are accepted as part of the major. Latin 205 is required for those who plan to teach. By the end of the senior year, majors will be required to have completed a senior essay and a sight translation from Latin to English.

Requirements for the minor are normally six courses, including one at the 300 level. For non-majors, two literature courses at the 200 level must be taken as a prerequisite for admission to a 300-level course. Students who place into 200-level courses in their freshman year may be eligible to participate in the A.B./M.A. program. Those interested should consult the department as soon as possible.

001-002. Elementary Latin Basic grammar, composition and Latin readings, including classical prose and poetry. This is a year-long course; both semesters are required for credit. (Scott, Gaisser)

003. Intermediate Latin Intensive review of grammar, reading in classical prose and poetry. For students who have had the equivalent of two years of high school Latin or are not adequately prepared to take Latin 101. This course meets three times a week with a required fourth hour to be arranged. (Jones)

101. Latin Literature Selections from Catullus and Cicero. Prerequisites: Latin 001-002 and 003, or placement by the department.
(staff, Division III) *Offered at Haverford in 2000-01 as Classics 102a.*

102. Latin Literature: Livy and Horace Prerequisite: Latin 101 or placement by the department. (Edmonds, Division III)

201. Advanced Latin Literature: Roman Comedy (Gaisser, Division III)

202. Advanced Latin Literature: The Silver Age Readings from major authors of the first and second centuries A.D.
(staff, Division III) *Offered at Haverford in 2000-01 as Classics 252b.*

203. Medieval Latin Literature Selected works of Latin prose and poetry from the late Roman Empire through the Carolingian Renaissance.
(Scott, Division III) *Not offered in 2000-01.*

205. Latin Style A study of Latin prose style and Latin metrics based on readings and exercises in composition. Offered to students wishing to fulfill the requirements for teacher certification in Latin or to fulfill one of the requirements in the major.
Not offered in 2000-01.

301. Vergil's Aeneid (Jones, Division III) *Not offered in 2000-01.*

302. Tacitus (Scott, Division III)

304. Cicero and Caesar (Brennan, Division III) *Not offered in 2000-01.*

308. Ovid (staff, Division III) *Not offered 2000-01.*

310. Catullus and the Elegists (Gaisser, Division III)

312. Roman Satire (Scott, Division III) *Not offered in 2000-01.*

398, 399. Senior Conference Topics in Latin literature. (staff)

Courses for which a knowledge of Latin is not required are listed under Classical Studies.

Greek, Latin and Classical Studies

Haverford College offers the following courses in Latin:

Classics 002. Elementary Latin

Classics 102a,b. Introduction to Latin Literature

Classics 252a,b. Advanced Latin

Classics 312b. Apuleius (Roberts, Division III) *Not offered in 2000-01.*

CLASSICAL LANGUAGES

The major in classical languages is designed for the student who wishes to divide her time between the two languages and literatures.

In addition to the Classics Senior Seminar, the requirements for the major are eight courses in Greek and Latin, including at least two at the 200 level in one language and two at the 300 level in the other, and two courses in ancient history and/or classical archaeology. There are two final examinations: sight translation from Greek to English, and sight translation from Latin to English.

CLASSICAL STUDIES

The major in classical studies provides a broad yet individually structured background for students whose interest in the ancient classical world is general and who wish to lay the foundation for more specialized work in one or more particular areas.

The requirements for the major, in addition to the Classics Senior Seminar, are 10 courses, including at least one interdisciplinary course (Classical Studies 110, 150, 153, 160, 190, 191, 193, 195, 211, 270), at least two courses at the intermediate level or above in either Greek or Latin, and at least five field-specific courses from among the following: Classical Studies 205-8; Classical and Near Eastern Archaeology 102, 201, 202, 212, 251, 303, 305, 315, 324; and Philosophy 101, 236, or the Haverford equivalents. At least two of the five field-specific courses must be in Greek or Roman history.

For the minor, six courses are required, of which two must be in Greek or Latin at the 100 level and one must be in Classical Studies at the 200 level.

110. The World through Classical Eyes A survey of the ways in which the ancient Greeks and Romans perceived and constructed their physical and social world. The evidence of ancient texts and monuments will form the basis for exploring such subjects as cosmology, geography, travel and commerce, ancient ethnography and anthropology, the idea of natural and artificial wonders, and the self-definition of the classical cultures in the context of the *oikoumene*, the "inhabited world."
(Donohue, Division III) *Not offered in 2000-01.*

150. Scapegoats, Outlaws and Sinners in Fifth-Century Athens A study of marginal figures in Athenian literature, religion and politics, emphasizing the context, causes and effects of the profanation of the Eleusinian mysteries in 415 B.C. and the trials for impiety of Andocides and Socrates in 400 and 399 B.C., and including a survey of the dramatic literature of the period. Topics include the "holy man," once polluted, now powerful; impiety trials; ostracism; beggars and exiles; pollution; sycophants and the court system. Authors include Sophocles, Euripides, Aristophanes, Thucydides, Xenophon, Lysias and Andocides. (Hamilton, Division III) *Not offered in 2000-01.*

153. Roman Women An examination of the life, activities and status of Roman women—elites and non-elites from the Republic into late antiquity, largely through primary materials (in translation): technical treatises (especially gynecological), legal texts, inscriptions, coins, and any number of literary sources, both poetry and prose (with an emphasis on women's writing). (Brennan, Division III) *Not offered in 2000-01.*

156. Roman Law in Action (Brennan, Division III) *Not offered in 2000-01.*

160. Reading Greek Tragedy A survey of Greek tragedy introducing students to the major works of Aeschylus, Sophocles and Euripides and at the same time to some useful interpretative methods currently practiced—Aristotelian, psychoanalytical, structuralist and feminist. (Hamilton, Division III) *Not offered in 2000-01.*

191. The World of the Greek Heroes: Icon and Narrative An introduction to Greek mythology comparing the literary and visual representations of the major gods and heroes in terms of content, context, function and syntax. (Hamilton, Division III) *Not offered in 2000-01.*

193. The Routes of Comedy A broad survey, ranging from the pre-history of comedy in such phenomena as monkey laughs and ritual abuse to the ancient comedies of Greece and Rome and their modern descendents, from the Marx Brothers and Monty Python to the Honeymooners and Seinfeld. (staff, Division III) *Not offered in 2000-01.*

195. Introduction to Greek Religion A survey of the complexities of religious practice in ancient Athens, both public (including festivals, cults and sanctuaries) and private (including oracles, mysteries and magic), followed by a consideration of the religious thought reflected in Athenian dramas and philosophical dialogues. (Hamilton, Division III) *Not offered in 2000-01.*

201. Cleopatra: Images of Female Power Cleopatra strikingly exemplifies female power. This course examines the historical Cleopatra and the reception of her image from antiquity to the present in literature, art and film. Issues considered include female power in a man's world, beauty and the femme fatale, east versus west, and politics and propaganda. (Gaisser, Jones, Division III; cross listed as Comparative Literature 201.)

205. Ancient Greece A study of Greece down to the end of the Peloponnesian War (404 B.C.), with a focus on constitutional changes from monarchy through aristocracy and tyranny to democracy in various parts of the Greek world. Emphasis on learning to interpret ancient sources, including historians (especially Herodotus and Thucydides), inscriptions, and archaeological and numismatic materials. Particular attention is paid to Greek contacts with the Near East; constitutional developments in various Greek-speaking states; Athenian and Spartan foreign policies; and the "unwritten history" of non-elites. (Edmonds, Division III; cross listed as History 205)

206. Society, Medicine and Law in Ancient Greece An introduction to the social context of Greek history in the Classical and Hellenistic periods. Topics include the Greek household, occupations, slavery, literacy and education, sexuality, ancient medical practices,

Greek, Latin and Classical Studies

and the working of law in the polis. Ancient sources are emphasized, including orators, technical writers, inscriptions and papyri. (Brennan, Division III) *Not offered in 2000-01.*

207. Early Rome and the Roman Republic The history of Rome from its origins to the end of the Republic with special emphasis on the rise of Rome in Italy, the Hellenistic world, and the evolution of the Roman state. Ancient sources, literary and archaeological, are emphasized. (Scott, Division III) *Not offered in 2000-01.*

208. The Roman Empire Imperial history from the principate of Augustus to the House of Constantine with focus on the evolution of Roman culture as presented in the surviving ancient evidence, both literary and archaeological.
(Scott, Division III; cross listed as History 208)

211. Masks, Madness and Mysteries in Greek Religion A review of the ancient evidence, both literary and archaeological, pertaining to the cults of Demeter and Dionysus practiced in ancient Greece, followed by an examination of various modern theories which have been proposed to illuminate the significance of the rites.
(staff, Division III) *Not offered in 2000-01.*

212. Ancient Magic Bindings and curses, love charms and healing potions, amulets and talismans — from the simple spells designed to meet the needs of the poor and desperate to the complex theurgies of the philosophers, the people of the Greco-Roman world made use of magic to try to influence the world around them. In this course we shall examine the magicians of the ancient world and the techniques and devices they used to serve their clientele. We shall consider ancient tablets and spell books as well as literary descriptions of magic in the light of theories relating to the religious, political and social contexts in which magic was used. (Edmonds, Division III)

324. Roman Architecture (Scott, Division III)

398, 399. Senior Seminar (staff)

GROWTH AND STRUCTURE OF CITIES

Professors:

Barbara Miller Lane, Ph.D., *Katharine E. McBride Professor*

Gary W. McDonogh, Ph.D., *Director*

Assistant Professor:

Carola Hein, Dr. – Ing.

Senior Lecturer:

Daniela Holt Voith, M. Arch.

Lecturer:

Jeffrey A. Cohen, Ph.D., *Director of the Digital Media and Visual Resource Center*

Affiliated Faculty:

David J. Cast, Ph.D., *Professor of History of Art*

Steve Ferzacca, Ph.D., *Assistant Professor of Anthropology*

Linda Gerstein, Ph.D., *Professor of History, at Haverford College*

Madhavi Kale, Ph.D., *Associate Professor of History*

Philip L. Kilbride, Ph.D., *The Mary Hale Chase Chair in the Social Sciences and Social Work and Social Research and Professor of Anthropology*

Harriet B. Newburger, Ph.D., *Associate Professor of Economics*

Michael Nylan, Ph.D., *Caroline Robbins Professor of History and*

Professor of East Asian Studies and History and Political Science

Marc Howard Ross, Ph.D., *William R. Kenan Jr. Professor of Political Science*

Robert E. Washington, Ph.D., *Professor of Sociology (on leave, semester II 2000-01)*

James C. Wright, Ph.D., *Professor of Classical and Near Eastern Archaeology*

The interdisciplinary Cities major challenges the student to understand the relationship of urban spatial organization and the built environment to politics, economics, cultures and societies. Core introductory classes present analytic approaches that explore the changing forms of the city over time and appreciate the variety of ways through which men and women have recreated urban life across cultures. With these foundations, students pursue their interests through classes in planning, architecture, urban social relations, urban history, and the environmental conditions of urban life. Advanced seminars bring together these discussions by focusing on specific cities and topics.

A minimum of 15 courses (11 courses in Cities and four allied courses) are required to complete the major. Four introductory courses (185, 190, 229, and 253 or 254) balance formal and sociocultural approaches to urban form and the built environment, and introduce crosscultural and historical comparison of urban development. These courses should be completed as early as possible in the freshman and sophomore years; at least two of them must be taken by the end of the first semester of the sophomore year. In addition to these introductory courses, each student selects six elective courses within the Cities program, including cross-listed courses. At least two must be at the 300 level. In the senior year, a third advanced course is required. Most students join together in a research seminar, 398 or

399. Occasionally, however, after consultation with the major advisers, the student may elect another 300-level course or a program for independent research.

Given the interdisciplinary emphasis and flexibility of the program, it is rare that the programs of any two Cities majors will be the same. Recurrent emphases, however, reflect the strengths of the major and incorporate the creative trajectories of student interests. These include:

Architecture and architectural history. Students interested in architectural and urban design should pursue the studio courses (226, 228) in addition to regular introductory courses. They should also select appropriate electives in architectural history and planning to provide a broad exposure to architecture over time as well as across cultural traditions. Affiliated courses in physics and calculus meet requirements of graduate programs in architecture; these may also be planned to incorporate design projects. Those students focusing more on the history of architecture should consider related offerings in the Departments of History of Art and Classical and Near Eastern Archaeology, and should carefully discuss selections with regard to study abroad in the junior year. Those preparing for graduate work should also make sure that they develop the requisite language skills. These students should consult as early as possible with Carola Hein, Daniela Voith or Jeffrey Cohen, especially if they wish to pursue graduate study outside of the United States.

Communication. Students themselves have developed issues centered on the flow of knowledge and information in contemporary societies that are critical to the future of urban citizenry. Students interested in communication should develop a strong quantitative and qualitative background, complemented by courses in film and mass media as well as an appropriate senior thesis. Again, choices of study abroad in the junior year may be especially important in dealing with communication systems and issues outside of Europe and the United States. These students should consult with Gary McDonogh.

Environmental studies. Students and faculty have forged strong ties with the Environmental Sciences Concentration, and Cities is now moving to coordinate fully with that program. Students interested in environmental policy, action or design should take Geology 103 as a laboratory science, and choose relevant electives such as Economics 234 or Political Science 222. They should also pursue appropriate science courses as affiliated choices and consider their options with regard to study abroad in the junior year. Consultation with Professor McDonogh and the director of the Environmental Sciences Concentration is advised early in the planning of courses.

Planning and policy. Students interested in planning and policy may wish to consider the 3-2 Program in City and Regional Planning offered with the University of Pennsylvania (see page 68). In any case, their study plan should reflect a strong background in economics as well as relevant courses on social divisions, politics and policymaking, and ethics. As in other areas of interest, it is important that students also learn to balance their own experiences and commitments with a wider comparative framework of policy and planning options and implementation. This may include study abroad in the junior year as well as internships. Students working in policy and planning areas may consult with Carola Hein or Gary McDonogh.

Other “tracks” have been shaped by students who coordinate their interests in Cities with medicine and public health, law, or the fine arts, including photography, drawing and other fields. The Cities program recognizes that new issues and concerns are emerging in many areas. These must be met with solid foundations in the data of urban space and experience, cogent choices of methodology, and clear analytical writing and visual analysis. In all these

cases, early and frequent consultation with major advisers and discussion with other students in the major are an important part of the Cities program.

Both the Cities program electives and the four or more related courses outside the program must be chosen in close consultation with the major advisers in order to create a strongly coherent sequence and focus. Note that those Cities courses that are cross listed with other departments or originate in them can be counted only once in the course selection, although they may be either allied or elective courses.

In addition to regular course work, the Cities program promotes student volunteer activities and student internships in architectural firms, offices of urban affairs, and regional planning commissions. Students wishing to take advantage of these opportunities should consult with the advisers before the beginning of the semester. Programs for study abroad or off-campus programs are also encouraged, within the limits of the Bryn Mawr and Haverford rules and practices. Students interested in spending all or part of their junior year away must consult with the major advisers and appropriate deans early in their sophomore year.

Occasionally students have entered the 3-2 Program in City and Regional Planning, offered in conjunction with the University of Pennsylvania. Students interested in this program should meet with the major advisers early in their sophomore year.

Requirements for the minor in the Cities program are at least two out of the four required courses and four Cities electives, of which two must be at the 300 level. Senior Seminar is not mandatory in fulfilling the Cities minor.

Students should note that many courses in the program are given on an alternate-year basis. Many carry prerequisites in economics, history, art history, sociology and the natural sciences. Hence, careful planning and frequent consultations with the major advisers are particularly important.

103. Introduction to Earth System Science and the Environment (Barber, Division IIL; cross listed as Geology 103)

136. Working with Economic Data (Ross; cross listed as Economics 136)

185. Urban Culture and Society The techniques of the social sciences as tools for studying historical and contemporary cities. Topics include political-economic organization, conflict and social differentiation (class, ethnicity, and gender), and cultural production and representation. Both qualitative and quantitative methods are explored. Philadelphia features prominently in discussion, reading and exploration.

(McDonogh, Division I; cross listed as Anthropology 185)

190. The Form of the City: Urban Form from Antiquity to the Present The city as a three-dimensional artifact. A variety of factors — geography, economic and population structure, politics, planning, and aesthetics — are considered as determinants of urban form. (Hein, Division III; cross listed as History 190)

205. Social Inequality (Karen, Division I; cross listed as Sociology 205)

Not offered in 2000-01.

212. Medieval Architecture (Kinney, Division III; cross listed as History of Art 212)

Growth and Structure of Cities

- 213. Taming the Modern Corporation** (staff, Division I; cross listed as Economics 213)
- 214. Public Finance** (staff, Division I; cross listed as Economics 214)
- 221. U.S. Economic History** (Redenius, Division I; cross listed as Economics 221)
- 226. Introduction to Architectural and Urban Design** An introduction to the principles of architectural and urban design. Prerequisites: some history of art or history of architecture and permission of the instructor. (Voith, Olshin, Division III)
- 227. Topics in the History of Planning** An introduction to planning which focuses, depending on year and professor, on a general overview of the field or on specific cities or contexts. (Hein, Division I)
- 228. Problems in Architectural and Urban Design** A continuation of Cities 226 at a more advanced level. Prerequisites: Cities 226 or other comparable design work and permission of instructor. (Voith, Olshin, Division III)
- 229. Comparative Urbanism** An examination of approaches to urban development which focuses on intensive study and systematic comparison of individual cities through an original research paper. Themes and cities vary from year to year, although a variety of cultural areas are examined in each offering. Focal cities in 2001 are Hong Kong, Barcelona, Los Angeles and Mexico City. The theoretical framework will focus on issues of city and nature. (McDonogh, Division I; cross listed as Anthropology and East Asian Studies 229)
- 246. Women's Narratives on Modern Migrancy, Exile, and Diaspora** (Seyhan, Division III; cross listed as Anthropology 246 and Comparative Literature 245)
- 250. Growth and Spatial Organization of American Cities** Overview of the changes, problems and possibilities of American cities. Various analytical models and theoretical approaches are covered. Topics may include American urban history, comparisons among cities, population and housing, neighborhoods and divisions, and urban design and the built environment. (staff, Division III) *Not offered in 2000-01.*
- 253. Survey of Western Architecture** The major traditions in Western architecture illustrated through detailed analysis of selected examples from classical antiquity to the present. The evolution of architectural design and building technology, and the larger intellectual, aesthetic and social context in which this evolution occurred, are considered. Suggested prerequisites: History of Art 101, 102. (Hein, Cast, Division III; cross listed as History of Art 253)
- 254. History of Modern Architecture** A survey of the development of modern architecture since the 18th century, with principal emphasis on the period since 1890. Prerequisite: Cities 253 or permission of instructor. (Hein, Division III; cross listed as History of Art 254) *Not offered in 2000-01.*

255. Survey of American Architecture An examination of forms, figures, contexts and imaginations in the construction of the American built environment from colonial times to the present. Materials in and from Philadelphia figure as major resources. (Cohen, Division III; cross listed as History of Art 255)

261. Postmodernism and Visual Culture (Saltzman; cross listed as History of Art 261)

275. Asian Megacities (Nylan, Division I; cross listed as East Asian Studies 275 and History 275) *Not offered in 2000-01.*

283. The Urban Novel (Bernstein, Division III; cross listed as Comparative Literature 283 and English 283) *Not offered in 2000-01.*

295. La ville de Paris au XVIIe et au XVIIIe siècle (Lafarge, Division III; cross listed as French 295) *Not offered in 2000-01.*

302. Greek Architecture (Wright; cross listed as Classical and Near Eastern Archaeology 302) *Not offered in 2000-01.*

306. Advanced Fieldwork Techniques: Places in Time A seminar and workshop for research into the history of place, with student projects presented in digital form on the Web. Architectural and urban history, research methods and resources for probing the history of place, the use of tools for creating Web pages and digitizing images, and the design for informational experiences are examined. (Cohen, Division I or III) *Not offered in 2000-01.*

314. Topics in Social Policy (Newburger, Division I; cross listed as Economics 314)

316. Trade and Transport in the Ancient World (Turfa; cross listed as Classical and Near Eastern Archaeology 316) *Not offered in 2000-01.*

324. Seminar on the Economics of Poverty and Discrimination (Newburger, Division I; cross listed as Economics 324)

335. Elite and Popular Culture An examination of urban culture as a ground for conflict, domination and resistance through both theoretical and applied analysis of production, texts, readings and social action within a political/economic framework. (McDonogh, Division I; cross listed as Anthropology 335) *Not offered in 2000-01.*

342. Sex, Gender and Sexuality in the City An examination of the city as a social, cultural and physical space in which sex, gender and difference have taken on varied and even conflictive meanings. Specific topics vary from year to year. (staff)
Not offered in 2000-01.

353. East Asian Notions of Time and Space: Garden, House, and City (Nylan; cross listed as East Asian Studies 353 and History 353) *Not offered in 2000-01.*

Growth and Structure of Cities

355. Topics in the History of London (Cast, Division I or III; cross listed as History 355 and History of Art 355)

360. Topics in Urban Culture and Society Advanced theoretical perspectives blend with contemporary and historical cases to explore specific problems in social scientific analysis of the city, such as space and time, race and class, or the construction of social and cultural distance in suburbs and downtowns. In fall 2000, the focus will be on Japanese architecture and planning. In spring 2001, the class deals with the concepts and experiences of the public in space, design and politics. (staff, Division I or III)

365. Techniques of the City Critical reflections on the technologies and methods of the urban planning enterprise, including the investigations which shape our vision of the city. Topics include construction and reproduction of social models, urban infrastructure, modes of representation, and patterns of control. (McDonogh, Division I) *Not offered in 2000-01.*

377. Topics in the History of Modern Architecture Selected aspects of the history of modern architecture and planning, with a focus on a major city, region or a particular building type. In fall 2000, the class will look at the Victorian House and Suburb (Cohen). In spring 2001, the focus will be on the Bauhaus (Lane). (Cohen, Lane, Division III; cross listed as History of Art 377)

398, 399. Senior Seminar An intensive research seminar. (McDonogh, Hein)

Related courses that may serve as Cities electives, some or all of which may have prerequisites:

in Anthropology:

210. Medical Anthropology (Ferzacca, Division I)

in Classical and Near Eastern Archaeology:

223. Ancient Near Eastern Archaeology and Cities (Ellis)

302. Greek Architecture (Turfa) *Not offered in 2000-01.*

305. Ancient Athens: Monuments and Art (Miller-Collett)

315. Cities and Sanctuaries of the Ancient Mediterranean (Turfa)

324. Roman Architecture (Scott)

351. The Phoenicians (Turfa)

in Classical Studies:

150. Outlaws, Scapegoats and Sinners in Fifth-Century Athens (Hamilton)

in East Asian Studies and History:

274. The Chinese Village (Nylan, Division I; cross listed as History 274 and Political Science 274)

in Economics:

204. Economics of Local Government Programs (Newburger)

Not offered in 2000-01.

234. Environmental Economics (Ross)

in Geology:

206. Energy, Resources and Public Policy (staff)

313. Ground Water, Contamination and Remediation (Crider)

in History of Art:

323. Topics in Renaissance Art (Cast)

355. Topics in the History of London (Cast; cross listed as History 355)

in Political Science:

222. Introduction to Environmental Issues (Hager)

316. Ethnic Group Politics (Ross)

348. Culture and Ethnic Conflict (Ross)

in Sociology:

212. Sociology of Poverty (Porter)

330. Comparative Economic Sociology: Societies of the North and South
(Osirim)

A number of other courses at Haverford and Swarthmore may fulfill electives in the Growth and Structure of Cities program. A list is available from the major advisers. Courses at the University of Pennsylvania may sometimes be substituted for certain electives in the Cities program; these should be examined in conjunction with the major advisers.

HISTORY

Professors:

Jane Caplan, D. Phil., *Marjorie Walter Goodhart Professor of History*

Michael Nylan, Ph.D., *Caroline Robbins Professor of History and*

Professor of East Asian Studies and Political Science

Elliott Shore, Ph.D., *The Constance A. Jones Director of Libraries*

Associate Professors:

Madhavi Kale, Ph.D., *on the Helen Taft Manning Fund, Chair*

Sharon R. Ullman, Ph.D. (on leave, semester I 2000-01)

Assistant Professors:

Ignacio Gallup-Diaz, Ph.D.

Kalala Ngalamulume, Ph.D.

Michael Powell, Ph.D.

Affiliated Faculty:

Richard S. Ellis, Ph.D., *Professor of Classical and Near Eastern Archaeology*

Russell T. Scott, Ph.D., *Doreen C. Spitzer Professor of Classical Studies and Latin*

History

The members of the department's faculty do research and teach in and across a variety of fields, defined thematically and methodologically as well as by conventional geographic and chronological boundaries. The courses offered by the department challenge students to learn about and engage in historical production and practice in a wide variety of sites across time and space. The program is designed to give majors a framework within which to pursue their own interests as students of history, and majors are encouraged to select courses accordingly, in consultation with a faculty adviser from the department.

Eleven courses are required for the history major, three of which must be taken at Bryn Mawr. These are: The Historical Imagination (History 101, previously 114/115), which prospective majors are encouraged to take before their junior year; and the capstone sequence comprised of Exploring History (History 395) and the Senior Thesis (History 398), which are taken in the senior year. History 101 and 395 present, examine and interrogate disciplinary practice at different levels of intensity, while History 398 gives majors the opportunity to develop and pursue, in close consultation with department faculty, their own article-length historical research and writing projects (7,000 to 8,000 words in length).

The remaining eight courses required for the history major may range across fields or concentrate within them, depending on how a major's interests develop. Of these, at least two must be seminars at the 300 level offered by the history departments at Bryn Mawr, Haverford, Swarthmore or the University of Pennsylvania. Courses taken elsewhere will not fulfill this requirement. Only two 100-level courses may be counted toward the major, and credit toward the major is not given for either the Advanced Placement examination or the International Baccalaureate.

Majors with cumulative grade point averages of at least 2.7 (general) and 3.5 (history) at the end of their senior year, who achieve a grade of at least 3.7 on their senior thesis, qualify for departmental honors.

Students who wish to minor in history must complete six courses.

101. The Historical Imagination Explores some of the ways people have thought about, represented and used the past across time and space. Introduces students to modern historical practices and debates through examination and discussion of texts and archives that range from scholarly monographs and documents to monuments, oral traditions and other media. Majors are required to take this course, preferably before the junior year. (staff, Division I or III)

186. East Asian Family and Society (Nylan, Division I; cross listed as East Asian Studies 186) *Not offered in 2000-01.*

190. The Form of the City: Urban Form from Antiquity to the Present (Hein, Division III; cross listed as Growth and Structure of Cities 190)

200. History of Three Worlds: Intruders, Indians and Africans — The Atlantic World, 1500 to 1800 An examination of the way peoples, goods, and ideas from Africa, Europe and the Americas came together to form an interconnected Atlantic World. (Gallup-Diaz, Division I or III) *Not offered in 2000-01.*

201, 202. American History, 1600 to the Present Covering United States history from Columbus to the present, this course is designed to coax a satisfying sense of our

national life out of the multiple experiences of the people — all the people — who built this land. (Ullman, Division I or III) *Not offered in 2000-01.*

204. From Medieval to Modern: Europe and the Mediterranean, 1000-1492 An introduction to the major cultural changes in the societies of Europe and the Mediterranean basin from around 1000 C.E. to 1492. (Powell, Division I or III) *Not offered in 2000-01.*

205. Ancient Greece (Edmonds, Division III; cross listed as Greek, Latin and Classical Studies 205)

208. The Roman Empire (Scott, Division III; cross listed as Greek, Latin and Classical Studies 208)

226. Europe Since 1914 An introduction to some central issues and problems in European society and politics since 1914. It is not a chronological survey, but will focus on selected topics illuminating the challenges that have faced Europeans individually and collectively in a century marked by rapid social and political change, world wars and regional conflicts, and the relocation of Europe in a global and post-imperial context. (Caplan, Division I or III)

227. American Attractions: Leisure, Technology and National Identity A construction of a cultural history of the forms and social roles of visual spectacles in America from the end of the Civil War to the present and an introduction to a range of theoretical approaches to cultural analysis. (Ullman, White, Division III; cross listed as English 227) *Not offered in 2000-01.*

233. Taoism: The Religion and the Philosophy (Nylan, Division III; cross listed as East Asian Studies 233 and Philosophy 233) *Not offered in 2000-01.*

235. West African History This course will explore the formation and development of African societies, with a special focus on the key processes of hominisation, agricultural revolution, metalworking, the formation of states, the connection of West Africa to the world economy, and the impact of European colonial rule on African societies in the 19th and 20th centuries. (Ngalamulume, Division I or III) *Not offered in 2000-01.*

237. Themes in Modern African History: Democratic Experiments in Africa The course will explore Africa's experience with democracy, focusing on the most significant democratic experiments as well as the interaction between civil society, state and capitalism in Africa. (Ngalamulume, Division I or III)

239. Dawn of the Middle Ages (Powell, Division I or III)

248. Germany since 1918: From Revolution to Reunification Introduction to the history of modern Germany with emphasis on social and political themes, including nationalism, liberalism, industrialization, women and feminism, labor movements, National Socialism, partition and postwar Germany, East and West. (Caplan, Division III) *Not offered in 2000-01.*

History

257. The British Empire I: Gentlemen, Pirates, Propagandists and Settlers The first semester explores the development and “invention” of the British Empire from the expansion of English influence and authority in Scotland, Wales and Ireland, to the establishment of British rule in North America, the Caribbean and India. Both metropolitan and colonial contributions to changing articulations of the British Empire are considered. (Gallup-Diaz, Division I or III)

258. The British Empire II: Imagining Indias (Kale, Division III)

263. Impact of Empire: Britain 1858-1960 (Kale, Division III)

264. Indian Diaspora: 1800-Present An exploration of the contested terrains of identity, authenticity and cultural hybridity, focusing on migration from India to various parts of the world during the 19th and 20th centuries. The significance of migration overseas for anti-colonial struggles in India and elsewhere in the British Empire, and for contested, often conflicting, notions of India and nationhood during and after colonial rule are also considered. (Kale, Division I or III) *Not offered in 2000-01.*

272. Early China: Material, Social and Philosophical Cultures (Nylan, Division I; cross listed as East Asian Studies 272 and Political Science 272) *Not offered in 2000-01.*

273. Historians, Visionaries and Statesmen in China (Nylan, Division III; cross listed as East Asian Studies 273 and Political Science 273) *Not offered in 2000-01.*

274. The Chinese Village (Nylan, Division I; cross listed as East Asian Studies 274 and Political Science 274) *Not offered in 2000-01.*

275. Asian Megacities (Nylan; Division I; cross listed as East Asian Studies 275 and Growth and Structure of Cities 275) *Not offered in 2000-01.*

276. Vietnam, China and the United States (Nylan, Division I; cross listed as East Asian Studies 276 and Political Science 276)

293. Myth and Ritual in Traditional China (Nylan, Division III; cross listed as East Asian Studies 293) *Not offered in 2000-01.*

303, 304. Topics in American History Topic for semester I: Culture and the Cold War. (Ullman) *Not offered in 2000-01.*

305. Livy and the Conquest of the Mediterranean (Scott; cross listed as Greek, Latin and Classical Studies 305)

318, 319. Topics in Modern European History Topic for semester I: Hitler, National Socialism and German Society. (Caplan, Division I or III)

325. Topics in Social History Topics include: Disease and American Society (Ullman); Immigration and History (Shore). (Division I or III)

349. Topics in Comparative History Topic for semester I: Gender, Sex, and Empire. (Kale, Division I or III)

353. East Asian Notions of Time and Space: Garden, House and City (Nylan; cross listed as East Asian Studies 353 and Growth and Structure of Cities 353)
Not offered in 2000-01.

355. Topics in the History of London Since the 18th Century (Cast, Division I or III; cross listed as Growth and Structure of Cities 355 and History of Art 355)

357. Topics in Imperial History Topic for semester I: Contest for Empire (Gallup-Diaz, Division I or III)

369. Topics in Medieval History Topic for semester I: Gender and Sexuality. (Powell, Division III)

391, 392. Topics in European Women's and Gender History Topics include: The Regulation of Sexuality in Victorian Britain; Men and Masculinity in Victorian Britain (Caplan, Division III) *Not offered in 2000-01.*

395. Exploring History An intensive introduction to theory and interpretation in history. Enrollment is limited to senior history majors. (staff, Division I or III)
Not offered in 2000-01.

398. Senior Thesis (staff, Division I or III)

403. Supervised Work Optional independent study, which requires permission of the instructor and the major adviser.

HISTORY OF ART

Professors:

Steven Z. Levine, Ph.D., *Leslie Clark Professor in the Humanities, Chair*

David J. Cast, Ph.D., *Major Adviser*

Dale Kinney, Ph.D., *Dean of the Graduate School of Arts and Sciences*

Barbara Miller Lane, Ph.D., *Katharine E. McBride Professor*

Gridley McKim-Smith, Ph.D., *Andrew W. Mellon Professor of Humanities*

Associate Professor:

Christiane Hertel, Ph.D.

Assistant Professor:

Lisa Saltzman, Ph.D.

Lecturer:

Suzanne Spain, Ph.D., *Associate Provost*

History of Art

The curriculum in history of art is focused on methods of interpretation and the construction of an historical context for works of art. Special subject concentrations include the history of architecture, European painting and sculpture, and western art historiography. Majors are encouraged to study abroad for a semester, and to supplement courses taken in this department with courses in art history offered at Swarthmore College and the University of Pennsylvania.

The major requires 10 units, approved by the major adviser, in the following distribution: one or two 100-level courses, four or five 200-level courses, two 300-level courses, and senior conference (398-399). Courses are distributed over the following chronological divisions: Antiquity, Middle Ages, Renaissance, Baroque, Modern (including American), and Contemporary. With approval of the major adviser, units in fine arts, film studies or another subject to which visual representation is central may be substituted for one or more of the 200-level courses listed below; similarly, units of art history taken abroad or at another institution in the United States may be substituted upon approval.

A senior paper, based on independent research and using scholarly methods of historical and/or critical interpretation, must be submitted at the end of the spring semester. Seniors whose major average at the beginning of the spring semester is 3.7 or higher will be invited to write an honors thesis instead of the senior paper.

A minor in history of art requires six units: one or two 100-level courses and four or five others selected in consultation with the major adviser.

103-108. Critical Approaches to Visual Representation These small seminars (limited enrollment of 20 students per class) introduce the fundamental skills and critical vocabulary of art history in the context of thematic categories of artistic expression. All seminars follow the same schedule of writing assignments and examinations, and are geared to students with no or minimal background in history of art.

103. Icons and Idols A study of potent imagery in Judaeo-Christian culture from late antiquity to modern times, with consideration of the Greco-Roman background and non-Western alternatives. (Kinney, Division III)

104. The Classical Tradition An investigation of the historical and philosophical ideas of the classical, with particular attention to the Italian Renaissance and the continuance of its formulations throughout the Westernized world. (Cast, Division III)

105. Poetry and Politics in Landscape Art An introduction to the representation and perception of nature in different visual media, with attention to such issues as: nature and utopia, nature and violence, natural freedom, the femininity of nature. (Hertel, Division III)

106. Realisms from Caravaggio to Virtual Reality A study of perceptions and definitions of reality and of the relation of the verisimilar to power, discourse and gender, with emphasis on controversies of the 16th and 17th centuries. (McKim-Smith, Division III). *Not offered in 2000-01.*

107. Self and Other in the Arts of France, 1500-2000 A study of artists' self-representations in the context of the philosophy and psychology of their time, with particular

attention to issues of political patronage, gender and class, power, and desire. (Levine, Division III) *Not offered in 2000-01.*

108. Women, Feminism and History of Art An investigation of the history of art since the Renaissance organized around the practice of women artists, the representation of women in art, and the visual economy of the gaze. (Saltzman, Division III)

210. Medieval Art An overview of artistic production in Europe and the Near East from the end of antiquity to the 14th century, focused on the characteristic art forms of Europe, Byzantium and early Islam. Special attention to problems of interpretation and recent developments in art historical scholarship. (Kinney, Division III) *Not offered in 2000-01.*

212. Medieval Architecture A survey of medieval building types, including churches, mosques, synagogues, palaces, castles and government structures, from the fourth through the 14th centuries in Europe, the British Isles and the Near East. Special attention to regional differences and interrelations, the relation of design to use, the respective roles of builders and patrons. (Kinney, Division III; cross listed as Growth and Structure of Cities 212)

230. Renaissance Art A survey of painting in Florence and Rome in the 15th and 16th centuries (Giotto, Masaccio, Botticelli, Leonardo, Michelangelo, Raphael), with particular attention to contemporary intellectual, social and religious developments. (Cast, Division III) *Not offered in 2000-01.*

237. Northern Renaissance An introduction to painting, graphic arts and sculpture in Germany in the first half of the 16th century, with emphasis on the influence of the Protestant Reformation on the visual arts. Artists studied include Altdorfer, Cranach, Dürer, Grünewald, Holbein and Riemenschneider. (Hertel, Division III)

241. Art of the Spanish-Speaking World A study of painting and sculpture in Spain from 1492 to the early 19th century, with emphasis on such artists as El Greco, Velázquez, Zurbarán, Goya and the polychrome sculptors. As relevant, commentary is made on Latin America and the Spanish world's complex heritage, with its contacts with Islam, Northern Europe and pre-Columbian cultures. Continuities and disjunctions within these diverse traditions as they evolve both in Spain and the Americas are noted, and issues of canon formation and national identity are raised. (McKim-Smith, Division III)

245. Dutch Art of the 17th Century A survey of painting in the Northern Netherlands with emphasis on such issues as Calvinism, civic organization, colonialism, the scientific revolution, popular culture and nationalism. Attention is given to various approaches to the study of Dutch painting; to its inherited classification into portrait, still life, history, scenes of social life, landscape and architectural paintings; and to the oeuvres of some individual artists, notably Vermeer and Rembrandt. (Hertel, Division III) *Not offered in 2000-01.*

250. Nineteenth-Century Painting in France Close attention is selectively given to the work of David, Ingres, Géricault, Delacroix, Courbet, Manet, Monet, Degas, and Cézanne. Extensive readings in art criticism are required. (Levine, Division III)

251. Twentieth-Century Art (Levine, Division III)

253. Survey of Western Architecture The major traditions in Western architecture are illustrated through detailed analysis of selected examples from classical antiquity to the present. The course deals with the evolution of architectural design and building technology, as well as with the larger intellectual, aesthetic and social context in which this evolution occurred. (Cast, Hein, Division III; cross listed as Growth and Structure of Cities 253)

254. History of Modern Architecture (Hein, Division III; cross listed as Growth and Structure of Cities 254) *Not offered in 2000-01.*

255. Survey of American Architecture (Cohen, Division III; cross listed as Growth and Structure of Cities 255)

260. Modern Art and Abstraction An inquiry into the history of the visual culture of European and American modernism through an exploration of art, history, art criticism and art theory. Against the dominant and paradigmatic narrative and theory of modernism, the course introduces and uses materials aimed at their critique. (Saltzman, Division III)
Not offered in 2000-01.

261. Postmodernism and Visual Culture An examination of the emergence of postmodernism as a visual and theoretical practice. Emphasizing the American context, the course traces at once developments within art practice and the implications of critical theory for the study, theory and practice of visual representation.
(Saltzman, Division III; cross listed as Growth and Structure of Cities 261)

Note: 300-level courses are seminars offering discussion of theoretical or historical texts and/or the opportunity for original research.

300. Methodological and Critical Approaches to Art History A survey of traditional and contemporary approaches to the history of art. A critical analysis of a problem in art historical methodology is required as a term paper. (Levine)

303. Art and Technology A consideration of the technological examination of paintings. While studying the appropriate aspects of technology — such as the infrared vidicon, the radiograph and autoradiograph, analysis of pigment samples and pigment cross-sections — students are also encouraged to approach the laboratory in a spirit of creative scrutiny. Raw data neither ask nor answer questions, and it remains the province of the students to shape meaningful questions and answers. Students become acquainted with the technology involved in examining paintings and are encouraged to find fresh applications for available technology in answering art historical questions. (McKim-Smith, Division III)
Not offered in 2000-01.

310. Medieval Art in American Collections A research seminar on objects in regional collections (Philadelphia, New York, Baltimore.) Attention to questions posed by the physical qualities of works of art: materials, production techniques, stylistic signatures; to issues of museum acquisition and display; and to iconography and historical context. (Kinney)

- 323. Topics in Renaissance Art** Selected subjects in Italian art from painting, sculpture and architecture between the years 1400 and 1600. (Cast; cross listed as Growth and Structure of Cities 323) *Not offered in 2000-01.*
- 340. Topics in Baroque Art: Representation of Gender and Power in Habsburg Spain** (McKim-Smith, Division III) *Not offered in 2000-01.*
- 345. Topics in Northern Baroque Art** Topics include monographic and thematic approaches to the study of Dutch art within the parameters of History of Art 245. Examples: Rembrandt and Rubens, genre painting and the question of genre, Dutch art in American collections. (Hertel, Division III) *Not offered in 2000-01.*
- 348. Topics in German Art** Topics vary and include German Romanticism, art of the Reformation period, German Modernism. (Hertel)
- 350. Topics in Modern Art** (staff, Division III) *Not offered in 2000-01.*
- 354. Topics in Art Criticism** Individual topics in art-historical methodology, such as art and psychoanalysis, feminism, post-structuralism or semiotics are treated. (Levine, Division III; cross listed as Comparative Literature 354) *Not offered in 2000-01.*
- 355. Topics in the History of London** Selected topics of social, literary, and architectural concern in the history of London, emphasizing London since the 18th century. (Cast, Division I or III; cross listed as Growth and Structure of Cities 355 and History 355)
- 377. Topics in the History of Modern Architecture** (Cohen, Lane, Division III; cross listed as Growth and Structure of Cities 377)
- 380. Topics in Contemporary Art** (Saltzman, Division III)
- 398. Senior Conference** A critical review of the discipline of art history in preparation for the senior paper. Required of all majors. (Kinney, Cast)
- 399. Senior Conference** A seminar for the discussion of senior research papers and such theoretical and historical concerns as may be appropriate to them. Interim oral reports. Required of all majors; culminates in the senior paper. (Hertel, Saltzman)
- 403. Supervised Work** Advanced students may do independent research under the supervision of a faculty member whose special competence coincides with the area of the proposed research. Consent of the supervising faculty member and of the major adviser is required. (staff)

ITALIAN

Professors:

Nancy Dersofi, Ph.D., *Professor of Italian and Comparative Literature,
Chair and Major Adviser*

Nicholas Patruno, Ph.D., *Professor of Italian*

Nancy J. Vickers, Ph.D., *President of the College and
Professor of French, Italian and Comparative Literature*

Lecturer:

Titina Caporale, *Laurea*

Instructor:

Ute Striker, M.A., *at Haverford College*

The aims of the major are to acquire a knowledge of Italian language and literature and an understanding of Italian culture. Major requirements in Italian are 10 courses: Italian 101, 102, and eight additional units, at least two of which are to be chosen from the offerings on the 300 level, and no more than two from an allied field. All students must take a course on Dante, one on the Italian Renaissance, and one on modern Italian literature. Where courses in translation are offered, students may, with the approval of the department, obtain major credit, provided they read the texts in Italian, submit written work in Italian and, when the instructor finds it necessary, meet with the instructor for additional discussion in Italian.

Courses allied to the Italian major include, with departmental approval, all courses for major credit in ancient and modern languages and related courses in archaeology, art history, history, music, philosophy, and political science. Each student's program is planned in consultation with the department.

Students who begin their work in Italian at the 200 level will be exempted from Italian 101 and 102.

Italian majors are encouraged to study in Italy during the junior year in a program approved by the College. The Bryn Mawr/University of Pennsylvania summer program in Florence offers courses for major credit in Italian, or students may study in other approved summer programs in Italy or in the United States. Courses for major credit in Italian may also be taken at the University of Pennsylvania. Students on campus are encouraged to live in the Italian House and they are expected to make extensive use of the facilities offered by the Language Learning Center.

The requirements for honors in Italian are a grade point average of 3.7 in the major and a research paper written at the invitation of the department, either in Senior Conference or in a unit of supervised work.

Requirements for the minor in Italian are Italian 101, 102 and four additional units including at least one at the 300 level. With departmental approval, students who begin their work in Italian at the 200 level will be exempted from Italian 101 and 102. With courses in translation, the same conditions for majors in Italian apply.

001-002. Elementary Italian A practical knowledge of the language is acquired by studying grammar, listening, speaking, writing and reading. Course work includes the use of the Language Learning Center. Credit will not be given for Italian 001 without completion

of Italian 002. The course meets in intensive (nine hours each week at Bryn Mawr) and non-intensive (six hours each week at Bryn Mawr and Haverford) sections. (Caporale, Dersofi, Patruno, Striker)

101, 102. Intermediate Course in the Italian Language A review of grammar and readings from Italian authors with topics assigned for composition and discussion; conducted in Italian. (Dersofi, Patruno)

200. Advanced Conversation and Composition The purpose of this course is to increase fluency in Italian and to facilitate the transition to literature courses. The focus is on spoken Italian and on the appropriate use of idiomatic and everyday expressions. Students will be expected to do intensive and extensive language drills, orally and in the form of written compositions as well as Web-related exercises. Literary material will be used; conducted in Italian. (Caporale)

201. Prose and Poetry of Contemporary Italy A study of the artistic and cultural developments of pre-Fascist, Fascist and post-Fascist Italy seen through the works of poets such as Ungaretti, Montale and Quasimodo, and through the narratives of writers such as Pirandello, Moravia, P. Levi, Silone, Vittorini, Pavese, Ginzburg and others. (Patruno, Division III) *Not offered in 2000-01.*

203. Italian Theater Examines selected plays from the Renaissance to the present. Readings include plays by Machiavelli, Ruzante, Goldoni, Alfieri, Giacosa, Verga, D'Annunzio, Pirandello and Dario Fo. (Dersofi, Division III) *Not offered in 2000-01.*

205. The Short Story of Modern Italy Examination of the best of Italian short stories from post-unification to today's Italy. In addition to their artistic value, these works will be viewed within the context of related historical and political events. Among the authors to be read are Verga, D'Annunzio, Pirandello, Moravia, Calvino, Buzzati and Ginzburg. (Patruno, Division III) *Not offered in 2000-01.*

207. Dante in Translation An historical appraisal and critical appreciation of the *Vita Nuova* and the *Divine Comedy*. (Vickers, Division III)

210. Women and Opera Explores ways in which opera represents, reflects and influences images of women. Both women singers and the portrayal of women in a group of about 10 operas will be considered. Students wishing major credit in Italian must do appropriate assignments in Italian. (Dersofi, Division III; cross listed as Comparative Literature 210) *Not offered in 2000-01.*

211. Primo Levi, the Holocaust and Its Aftermath A consideration, through analysis and appreciation of his major works, of how the horrific experience of the Holocaust awakened in Primo Levi a growing awareness of his Jewish heritage and led him to become one of the dominant voices of that tragic historical event, as well as one of the most original new literary figures of post-World War II Italy. Always in relation to Levi and his works, attention will also be given to other Italian women writers whose works are also connected with the Holocaust. (Patruno, Division III; cross listed as Comparative Literature 211)

Mathematics

230. Poetics of Desire in the Lyric Poetry of Renaissance Italy and Spain A study of the evolution of the love lyric in Italy and Spain during the Renaissance and the Baroque periods. Topics include: the representation of women as objects of desire and pre-texts for writing, the self-fashioning and subjectivity of the lyric voice, the conflation and conflict of eroticism and idealism, theories of imitation, parody, and the feminine appropriation of the Petrarchan tradition. Although concentrating on the poetry of Italy and Spain, readings include texts from France, England and Mexico. Students wishing major credit in Italian must do appropriate assignments in Italian. (Dersofi, Quintero, Division III; cross listed as Comparative Literature 230 and Spanish 230)

301. Dante A study of the *Divina Commedia*, with central focus on Inferno. Prerequisite: two years of Italian or the equivalent. (Dersofi, Division III) *Not offered in 2000-01.*

304. Il Rinascimento Topics include courtliness, images of power, epic romance and the lyric voice. Prerequisite: two years of Italian or the equivalent. (Dersofi, Division III)

399. Senior Conference Under the direction of the instructor, each student prepares a paper on an author or a theme that the student has chosen. This course is open only to senior Italian majors. (Dersofi, Patruno, Vickers)

403. Independent Project Offered with approval of the department. (staff)

MATHEMATICS

Professors:

Frederic Cunningham Jr., Ph.D., *Katharine E. McBride Professor of Mathematics*

Rhonda J. Hughes, Ph.D., *Helen Herrmann Professor of Mathematics*

Paul M. Melvin, Ph.D., *Rachel C. Hale Professor in the Sciences and Mathematics*

Associate Professors:

Victor J. Donnay, Ph.D., *Chair*

Helen G. Grundman, Ph.D.

Lisa Traynor, Ph.D. (on leave, 2000-01)

Lecturer:

Leslie Cheng, Ph.D.

Anne Schwartz, Ph.D.

Instructors:

Mary Louise Cookson, M.A., *Senior Program Coordinator*

Peter G. Kasius, M.A.

Affiliated Faculty:

Deepak Kumar, Ph.D., *Associate Professor of Computer Science* (on leave, semester II 2000-01)

Bryn Mawr College

The mathematics curriculum is designed to expose students to a wide spectrum of ideas in modern mathematics, to train students in the art of logical reasoning and clear expression, and to provide students with an appreciation of the beauty of the subject and of its vast applicability.

Major Requirements: A minimum of 10 semester courses are required for the major, including the six core courses listed below and four electives at or above the 200 level.

Core Requirements:

- Multivariable Calculus (201)
- Linear Algebra (203; H215)
- Real Analysis (301/302; H317/318)
- Abstract Algebra (303; H333)
- Senior Conference (398)

With the exception of Senior Conference, equivalent courses at Haverford or elsewhere may be substituted for Bryn Mawr courses. In consultation with a major adviser, a student may also petition the department to accept courses in fields outside of mathematics as electives if these courses have serious mathematical content appropriate to the student's program.

Math majors are encouraged to complete their core requirements other than Senior Conference by the end of their junior year. Senior Conference must be taken during the senior year. Students considering the possibility of graduate study in mathematics or related fields are urged to go well beyond the minimum requirements of the major. In such cases, a suitable program of study should be designed with the advice of a major advisor.

Minor Requirements: The minor requires five courses in mathematics at the 200 level or higher, of which at least two must be at the 300 level or higher.

Advanced Placement: Students entering with a 4 or 5 on the Calculus AB advanced placement test will be given credit for Math 101, and should enroll in Math 102 as their first mathematics course. Students entering with a 4 or 5 on the Calculus BC advanced placement test will be given credit for Math 101 and 102, and should enroll in Math 201 as their first mathematics course. A placement exam is also offered by the department for entering students desiring further advice on choosing appropriate courses to take.

For students entering with advanced placement credits it is possible to earn both the A.B. and M.A. degrees in an integrated program in four or five years. See also page 67 for a description of the 3-2 Program in Engineering and Applied Science, offered in cooperation with the University of Pennsylvania, for earning both an A.B. at Bryn Mawr and an engineering degree at Penn.

Suggested Electives: Below are some general guidelines for the selection of electives for students who wish to pursue a program focused in either pure or applied mathematics:

Pure Mathematics Focus

Strongly recommended:

- Transition to Higher Mathematics (206)
- Differential Equations with Applications (210; H204)
- Abstract Algebra, semester II (304; H334)
- Topology (312; H335)
- Functions of Complex Variables (322)

Mathematics

Select additional courses from:

Introduction to Topology and Geometry (221)
Partial Differential Equations (311)
Topology, semester II (313; H336)
Functions of Complex Variables, semester II (323)
Number Theory (290, 390)
Chaotic Dynamical Systems (351)

Applied Mathematics Focus

Strongly recommended:

Theory of Probability with Applications (205; H218)
Differential Equations with Applications (210; H204)
Partial Differential Equations (311)

Select additional courses from:

Statistical Methods and Their Applications (H203)
Linear Optimization and Game Theory (H210)
Discrete Mathematics (231)
Applied Mathematics (308)
Functions of Complex Variables (322)
Chaotic Dynamical Systems (351)

Students interested in pursuing graduate study or careers in economics, business, or finance should consider taking 205, 210, 301 and 311, and at least one of 308, H203 or H210. Also strongly recommended is Introduction to Computer Science (Computer Science 110), even though it would not count toward the mathematics major. These students might also consider a minor in economics, and should consult the economics department chair as early as possible, ideally during the spring of sophomore year.

For students who wish to pursue a more computational major, the Discrete Mathematics course (231) is highly recommended. In addition, certain computer science courses will be accepted as electives, including Analysis of Algorithms (H340), Theory of Computation (H345), and Advanced Topics in Discrete Mathematics and Computer Science (H394). These courses may count toward a computer science minor as well; see the computer science listings on page 243.

Honors: A degree with honors in mathematics will be awarded by the department to students who complete the major in mathematics and also meet the following further requirements: at least two additional semesters of work at the 300 level or above (this includes Supervised Work 403), completion of a meritorious project consisting of a written thesis and an oral presentation of the thesis, and a major grade point average of at least 3.6, calculated at the end of the senior year.

Quantitative Skills: Any course in mathematics at the 100 level or above satisfies the College's Quantitative Skills Requirement.

001. Fundamentals of Mathematics Basic techniques of algebra, analytic geometry, graphing and trigonometry for students who need to improve these skills before entering other courses that use them, both inside and outside mathematics. Placement in this course is by advice of the department and permission of the instructor. (staff)

101, 102. Calculus with Analytic Geometry Differentiation and integration of algebraic and elementary transcendental functions, with the necessary elements of analytic geometry and trigonometry; the fundamental theorem, its role in theory and applications, methods of integration, applications of the definite integral, infinite series. May include a computer lab component. Prerequisite: math readiness or permission of the instructor. (staff, Division II, Quantitative Skills)

104. Elements of Probability and Statistics Basic concepts and applications of probability theory and statistics, including: finite sample spaces, permutations and combinations, random variables, expected value, variance, conditional probability, hypothesis testing, linear regression, and correlation. The computer is used; prior knowledge of a computer language is not required. This course may not be taken after any other statistics course. Prerequisite: math readiness or permission of the instructor. (staff, Quantitative Skills)

201. Multivariable Calculus Vectors and geometry in two and three dimensions, partial derivatives, extremal problems, double and triple integrals, line and surface integrals, Green's and Stokes' Theorems. May include a computer lab component. Prerequisite: Mathematics 102 or permission of the instructor. (staff, Division II or Quantitative Skills)

203. Linear Algebra Matrices and systems of linear equations, vector spaces and linear transformations, determinants, eigenvalues and eigenvectors, inner product spaces, and quadratic forms. May include a computer lab component. Prerequisite: Mathematics 102 or permission of instructor. (staff, Division II or Quantitative Skills)

205. Theory of Probability with Applications Random variables, probability distributions on \mathbb{R}^n , limit theorems, random processes. Prerequisite: Mathematics 201. (Division II or Quantitative Skills) *Not offered in 2000-01.*

206. Transition to Higher Mathematics An introduction to higher mathematics with a focus on proof writing. Topics include active reading of mathematics, constructing appropriate examples, problem solving, logical reasoning, and communication of mathematics through proofs. Students will develop skills while exploring key concepts from algebra, analysis, topology and other advanced fields. Corequisite: Mathematics 203; not open to students who have had a 300-level math course. (Grundman, Division II or Quantitative Skills)

210. Differential Equations with Applications Ordinary differential equations, including general first order equations, linear equations of higher order, series solutions, Laplace transforms, systems of equations, and numerical methods. Introduction to Fourier series and partial differential equations. Applications to physics, biology and economics. Corequisite: Math 201 or Math 203. (Division II or Quantitative Skills)

221. Introduction to Topology and Geometry An introduction to the ideas of topology and geometry through the study of knots and surfaces in 3-dimensional space. The course content may vary from year to year, but will generally include some historical perspectives and some discussion of connections with the natural and life sciences. Corequisite: Mathematics 201 or 203. (Melvin, Division II, Quantitative Skills)

231. Discrete Mathematics (Weaver, Division II or Quantitative Skills; cross listed with Computer Science 231)

290. Elementary Number Theory Properties of the integers, divisibility, primality and factorization, congruences, Chinese remainder theorem, multiplicative functions, quadratic residues and quadratic reciprocity, continued fractions, and applications to computer science and cryptography. Prerequisite: Mathematics 102.

(Grundman, Division II or Quantitative Skills) *Not offered in 2000-01.*

301, 302. Introduction to Real Analysis The real number system, elements of set theory and topology, continuous functions, uniform convergence, the Riemann integral, power series, Fourier series and other limit processes. Prerequisite: Mathematics 201. (Cheng, Hughes, Division II or Quantitative Skills)

303, 304. Abstract Algebra Groups, rings, fields and their morphisms. Prerequisite: Mathematics 203. (Grundman, Melvin, Division II or Quantitative Skills)

308. Applied Mathematics Prerequisites: Mathematics 201 and 203 (or equivalent) or permission of the instructor. (staff, Division II or Quantitative Skills)

Not offered in 2000-01.

311. Partial Differential Equations Heat and wave equations on bounded and unbounded domains, Laplace's equation, Fourier series and the Fourier transform, qualitative behavior of solutions, computational methods. Applications to the physical and life sciences. Prerequisite: Mathematics 301 or permission of the instructor.

(Hughes, Division II or Quantitative Skills)

312, 313. Topology General topology (topological spaces, continuity, compactness, connectedness, quotient spaces), the fundamental group, and covering spaces. Introduction to geometric topology (classification of surfaces, manifolds) and algebraic topology (homotopy theory, homology and cohomology theory, duality on manifolds). Prerequisites: Mathematics 201 and 203 or permission of the instructor. (Division II or Quantitative Skills)

Not offered in 2000-01.

322, 323. Functions of Complex Variables Analytic functions, Cauchy's theorem, Laurent series, calculus of residues, conformal mappings, Moebius transformations, infinite products, entire functions, Riemann mapping theorem, Picard's theorem. Prerequisite: Mathematics 301 or permission of the instructor. (Cheng, Division II or Quantitative Skills)

351. Chaotic Dynamical Systems Topics chosen from among Cantor set, periodic points of a map, chaotic maps on the interval, period doubling, symbolic dynamics, maps on a circle and torus, Mandelbrot set, fractals and Julia sets. Prerequisites: Mathematics 201, 203, and 301 or permission of the instructor. (Donnay, Division II or Quantitative Skills)

Not offered in 2000-01.

390. Number Theory Algebraic number fields and rings of integers, quadratic and cyclotomic fields, norm and trace, ideal theory, factorization and prime decomposition,

Bryn Mawr College

lattices and the geometry of algebraic integers, class numbers and ideal class groups, computational methods, Dirichlet's unit theorem. Prerequisite: Mathematics 303 or permission of the instructor. (Grundman, Division II or Quantitative Skills)

Not offered in 2000-01.

398, 399. Senior Conference A seminar for seniors majoring in mathematics. Topics vary from year to year. (Cheng/Cunningham/Donnay)

403. Supervised Work (staff)

405. Supervised Teaching (staff)

Haverford College offers the following courses in mathematics:

103b. Introduction to Probability and Statistics

113a. Calculus I

114. Calculus II

120a. Accelerated Calculus

121. Calculus III

204b. Differential Equations

215a. Linear Algebra

216b. Advanced Calculus

317a. Analysis I

318b. Analysis II

333. Algebra I/II

390a. Advanced Topics in Algebra and Geometry

399. Senior Seminar

MUSIC

At Haverford College

Professor:

Curt Cacioppo, Ph.D.

Associate Professors:

Ingrid Arauco, Ph.D.

Richard Freedman, Ph.D., *Chair*

Assistant Professors:

Thomas Lloyd, D.M.A., *Director of the Haverford-Bryn Mawr Choral Program*

Heidi Jacob, M.M., *Director of the Haverford-Bryn Mawr Orchestral Program*

Visiting Instructor:

Christine Cacioppo

Music

The music curriculum is designed to deepen understanding of musical form and expression through development of skills in composition and performance joined with analysis of musical works and their place in various cultures. A major in music provides a foundation for further study leading to a career in music.

The theory program stresses proficiency in aural, keyboard and vocal skills, and written harmony and counterpoint. Composition following important historical models and experimentation with contemporary styles are emphasized.

The musicology program, which emphasizes European, North American and Asian traditions, considers music in the rich context of its social, religious and aesthetic surroundings.

The performance program offers opportunities to participate in the Haverford-Bryn Mawr Chamber Singers, Chorale, Orchestra, and ensembles formed within the context of Haverford's Chamber Music program. Students can receive academic credit for participating in these ensembles (Music 102, 214, 215 and 216), and can receive credit for Private Study (Music 117, 118, 217, 218, 317, 318, 417, 418) in voice or their chosen instrument.

Requirements for the major:

1. Theory-composition: 203a, 204b, 303a.
2. Musicology: two courses chosen from 221a, 222b, 223a, and 224b.
3. Three electives in music, chosen from 207b, 221a, 222b, 223a, 224b, 227a, 228a, 250a, 304b and 403b.
4. Performance: participation in a department-sponsored performance group is required for at least one year. Instrumental or vocal private study for one year. Continuing ensemble participation and instrumental or vocal private study is strongly urged.
5. Senior project: a demonstration of focused achievement in one or more of the three principal areas of the musical curriculum (theory-composition, musicology, performance). Project topics must receive music faculty approval no later than September 30 of the student's senior year. During the fall of the senior year, the student will meet regularly with a member of the music faculty who has agreed to serve as adviser for the project. Together they will work out a clear schedule for the timely completion of research, composition or rehearsal, according to the needs of the project. During the spring term, the student will enroll in Music 480, the grade for which will reflect a combination of the quality of the final project (recital, composition or research) and the consistent effort brought to bear in its production. Sometime in the spring term (probably during March or April), students will offer a public presentation on some aspect of their projects. The quality of this presentation, too, will figure in the grade for the senior project.
6. Majors are expected to attend the majority of department-sponsored concerts, lectures and colloquia.

Substitutions for Haverford College courses in fulfillment of the major in music must be approved in advance by the Department of Music.

Requirements for the minor:

1. Theory-composition: 203a, 204b.
2. Musicology: two courses chosen from 221a, 222b, 223a, 224b and 250a.
3. One additional course from 207b, 221a, 222b, 223a, 224b, 227a, 228a, 250a, 304b and 403b

4. Performance: one unit of work (i.e., one year at a half-credit per semester).

This credit can be earned through participation in one of the department-sponsored groups or through the Private Study program.

Substitutions for Haverford College courses in fulfillment of the minor in music must be approved in advance by the Music Department.

Departmental Honors or High Honors will be awarded on the basis of superior work in music courses combined with exceptional accomplishment in the senior project.

THEORY AND COMPOSITION

110a. Musicianship and Literature Preliminary intensive exercise in ear-training, sight-singing, and aural harmony, and investigation of principal works of classical music through guided listening and analysis. (Arauco, Division III)

203a. Principles of Tonal Harmony I A study of the harmonic vocabulary and compositional techniques of Bach, Haydn, Mozart, Beethoven, Schubert and others. Emphasis is on composing melodies, constructing phrases and harmonizing in four parts. Composition of Minuet and Trio or other homophonic piece is the final project. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite: Music 110 or permission of instructor. (Curt Cacioppo, Division III)

204b. Principles of Tonal Harmony II: Extension of Music 203 An extension of Music 203 concentrating on chorale harmonization, construction of more complex phrases; a composition such as original theme and variations as final project. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite: Music 204 or permission of instructor. (Arauco, Division III)

303a. Advanced Tonal Harmony I An introduction to chromatic harmonization; composition in forms such as waltz, nocturne, intermezzo and exploration of accompaniment textures. Lab continues keyboard, form and analysis. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite: Music 204 or permission of instructor. (Arauco)

304b. Counterpoint Eighteenth-century contrapuntal techniques and forms with emphasis on the works of J. S. Bach. Modal counterpoint; canon; composition of two-part contrapuntal dance (such as gavotte); invention; introduction to fugal writing are also studied. Analysis of works from supplemental listening list is required. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite: Music 303 or permission of instructor. (Curt Cacioppo)

403b. Seminar in 20th-Century Theory and Practice Classic and contemporary 20th-century composers, works and trends, with reference to theoretical and aesthetic writings and the broader cultural context. Prerequisite: Music 203, 224 or permission of instructor. (Arauco)

PERFORMANCE

102c, f, i. Chorale A large mixed chorus that performs major works from the oratorio repertoire with orchestra. Attendance at weekly two-hour rehearsals and dress rehearsals during performance week is required. Prerequisite: audition and permission of instructor. (Lloyd, Division III)

107f, i. Introductory Piano For students with little or no keyboard experience. Basic reading skills and piano technique; scales, arpeggios, and compositions in small forms by Bach, Mozart and others. Enrollment is limited to 16 students. (Cacioppo, Division III)

117f (Division III), 118i (Division III), 217f (Division III), 218i (Division III), 317f, 318i, 417a, 418b. Vocal or Instrumental Private Study To receive credit for private study, students must be participating in a departmentally-approved ensemble (such as Chorale, Chamber Singers, Orchestra or a Chamber Music group formed in the context of Music 215). All students in the private study program perform for a faculty jury at the end of the semester. Teachers submit written evaluations at the end of the semester's work; the 100 level is graded pass/fail. Grades given at the 200 to 400 levels are determined on the basis of all available material. Full credit is automatically given at the 400 level only; requests for full credit at the 100 to 300 level will be considered by the department. A maximum of two credits of private study may be applied toward graduation. All financial arrangements are the student's responsibility. Private study subsidies may be applied for at the beginning of each semester's study through the department. Prerequisites: departmental audition to determine level and departmental approval of proposed teacher. (Cacioppo, keyboard; Lloyd, vocal; Jacob, instrumental)

207a. Topics in Piano A combination of private lessons and studio/master classes, musical analysis, research questions into performance practice and historical context, and critical examination of sound recorded sources; preparation of works of selected composer or style period for end of semester class recital is required. Prerequisite: audition. (Cacioppo, Division III) *Not offered in 2000-01.*

214c, f, i. Chamber Singers A 30-voice mixed choir that performs a wide range of mostly a cappella repertoire from the Renaissance to the present day in original languages. Attendance required at three 80-minute rehearsals weekly. Prerequisites: audition and permission of instructor. (Lloyd, Division III)

215c, f, i. Chamber Music Intensive rehearsal of works for small groups, with supplemental research and listening assigned. Performances required. Available to instrumentalists and vocalists who are concurrently studying privately or who have studied privately immediately prior to the start of the semester. Prerequisites: audition and permission of instructor. (Jacob, instrumental, Lloyd, vocal, Division III)

216 c, f, i. Orchestra For students participating in the Haverford-Bryn Mawr Orchestra, this course addresses the special musical problems of literature rehearsed and performed during the semester. Prerequisites: audition and permission of instructor. (Jacob, Division III)

MUSICOLOGY

111b. Introduction to Western Music A survey of the European musical tradition from the Middle Ages to modern times. Students hear music by Monteverdi, Bach, Mozart, Beethoven, Wagner, Stravinsky, and Glass, among many others, developing both listening skills and an awareness of how music relates to the culture that fosters it. In addition to listening and reading, students attend concerts and prepare written assignments. (Freedman, Division III)

130b. Beethoven This course will consider Ludwig van Beethoven in his primary role as composer by examining works in different genres from his early, middle, and late periods. These will include piano sonatas, piano chamber music, string quartets, concerti, symphonies, and his opera *Fidelio*. In addition, Beethoven's debt to earlier composers, his relationship to musical and intellectual contemporaries, and his struggle against deafness will be explored, as well as his pedagogical, political, and spiritual dimensions. His impact upon later composers and upon the definition and expectation of the creative artist will be weighed. Along with aural investigations, critical and historical readings will be assigned, as well as Beethoven's own letters, journals, conversation books, and the Heiligenstadt Testament. (Cacioppo, Division III) *Not offered in 2000-01.*

221a. Medieval and Renaissance Music Music of the 12th through 16th centuries, emphasizing changing approaches to composition, notation, and expression in works by composers such as Hildegard von Bingen, Guillaume de Machaut, Josquin Desprez and Orlando di Lasso, among many others. Classroom assignments will consider basic problems raised by the study of early music: questions of style of structure, debates about performance practice, and issues of cultural history. Extensive reading and listening culminating in individual research or performance projects. Prerequisites: Music 110, 111, or permission of instructor. (Freedman) *Not offered in 2000-01.*

222b. Baroque Music Music of the 17th and 18th centuries, with a focus on central developments of opera, sacred music and instrumental genres. Through careful study of works by Monteverdi, Lully, Corelli, Handel, Rameau and Bach, students will explore changing approaches to musical style and design, basic problems of performance practice, and how musicologists have sought to understand the place of music in cultural history. Prerequisites: Music 110, 111 or permission of instructor. (Freedman) *Not offered in 2000-01.*

223a. Classical Music The music of Haydn, Mozart, Beethoven and Schubert (among many others). Classroom assignments will lead students to explore the origins of development of vocal and instrumental music of the years around 1800, and to consider the ways in which musicologists have approached the study of this repertory. Prerequisites: Music 110, 111 or permission of instructor. (Freedman)

224b. Romantic Music Music by Chopin, Schumann, Verdi, Wagner, Brahms and Mahler, among others, with special focus on changing approaches to style of expression, and to the aesthetic principles such works articulate. Assignments will allow students to explore individual vocal and instrumental works, and will give students a sense of some of the

Music

perspectives to be found in the musicological literature on 19th-century music. Prerequisites: Music 110, 111 or permission of instructor. (Freedman)

250a, b. Words and Music Topic for fall 2000: Tones, Words and Images (Curt Cacioppo). Topic for spring 2001: Renaissance Texts and Their Musical Readers (Freedman). Prerequisite: any full-credit course in music or permission of the instructor. (Cacioppo, Freedman, Division III; cross listed as Comparative Literature 250a, b)

480a, f, b, i. Independent Study Prerequisites: approval of department and permission of instructor. (staff)

DIVERSE TRADITIONS

149b. Native American Music and Belief Surveys the principal styles of Native North American singing in ceremonial and secular contexts; discusses contemporary Native American musical crossovers and the aesthetic of multiculturalism; emphasizes class participation in singing traditional Native American songs. (Cacioppo, Division III)

227a. Jazz and the Politics of Culture A study of jazz and its social meanings. Starting with an overview of jazz styles and European idioms closely bound to jazz history, the course gives students a basic aural education in musical forms, the process of improvisation, and the fabric of musical performance. Our principal goal, however, is to discover how assumptions about order and disorder in music reflect deeply felt views about society and culture. Prerequisite: sophomore standing or higher. (Freedman, Division III) *Not offered in 2000-01.*

228a. Musical Voices of Asia A consideration of music and its place in Asian cultures as: a symbol of collective identity; a vehicle for self-expression; and a definer of social and gender differences. Students examine the traditional musics of India, Indonesia and Japan and their interaction with European music. In addition to extensive listening and reading, students prepare individual research projects. The class attends concerts and films in the Philadelphia area. Prerequisite: sophomore standing or higher. (Freedman, Division III; cross listed as East Asian Studies 228a)

PHILOSOPHY

Professors:

Robert J. Dostal, Ph.D., *Provost of the College and*

Rufus M. Jones Professor of Philosophy and Religion

Michael Krausz, Ph.D., *Milton C. Nahm Professor, Chair and Major Adviser*

George E. Weaver Jr., Ph.D., *Harvey Wexler Professor*

Assistant Professor:

Christine M. Koggel, Ph.D.

Lecturer:

Kenneth Richman, Ph.D.

Affiliated Faculty:

Deepak Kumar, Ph.D., *Associate Professor of Computer Science* (on leave, semester II 2000-01)

Stephen G. Salkever, Ph.D., *Mary Katharine Woodworth Professor of Political Science*

Azade Seyhan, Ph.D., *Fairbank Professor in the Humanities and*

Professor of German and Comparative Literature

The Department of Philosophy introduces students to some of the most compelling answers to questions of human existence and knowledge. It also grooms students for a variety of fields that require analysis, conceptual precision, argumentative skill and clarity of thought and expression. These include administration, the arts, business, computer science, health professions, law and social services. As well, the major in philosophy prepares students for graduate-level study leading to careers in teaching and research in the discipline.

The curriculum focuses on three major areas: (1) the systematic areas of philosophy, such as logic, theory of knowledge, metaphysics, ethics and aesthetics; (2) the history of philosophy through the study of key philosophers and philosophical periods; and (3) the philosophical explication of methods in such domains as art, history, religion and science.

Students majoring in philosophy must take a minimum of 10 semester courses. They must also take part in the monthly non-credit departmental colloquia. The following five courses are required for the major: the two-semester Historical Introduction (Philosophy 101 and 201); Ethics (221); Theory of Knowledge (211), Metaphysics (212), or Logic (103); and Senior Conference (398). At least three other courses at the 300 level are required. Majors must take one historical course that concentrates on the work of a single philosopher or a period in philosophy.

Philosophy majors are encouraged to supplement their philosophical interests by taking advantage of courses offered in related areas, such as anthropology, history, history of art, languages, literature, mathematics, political science, psychology and sociology.

Students may minor in philosophy by taking six courses in the discipline at any level. They must also take part in the monthly non-credit departmental colloquia.

Honors will be awarded by the department based on the senior thesis and other work completed in the department. As well, the Milton C. Nahm Prize in Philosophy is a cash award presented to the graduating senior major whose senior thesis the department judges to be of outstanding caliber. This prize need not be granted every year.

Philosophy

The department is a member of the Greater Philadelphia Philosophy Consortium comprised of 13 member institutions in the Delaware Valley. It sponsors the Conferences on the Philosophy of the Human Studies and an annual undergraduate student philosophy conference.

Students may take advantage of cross-registration arrangements with Haverford College, Swarthmore College and the University of Pennsylvania. Courses at these institutions may satisfy Bryn Mawr requirements, but a student should check with the chair of the department to make sure a specific course meets a requirement.

No introductory-level course carries a prerequisite. However, all courses on both the intermediate and advanced levels carry prerequisites. Unless stated otherwise in the course description, any introductory course satisfies the prerequisite for an intermediate-level course, and any intermediate course satisfies the prerequisite for an advanced-level course.

101. A Historical Introduction to Philosophy: Greek Philosophy The origins and development of Greek philosophy, including the pre-Socratics, Plato and Aristotle. (Koggel, Richman, Division III)

102. Introduction to Problems of Philosophy Contemporary formulations of certain philosophical problems are examined, such as the nature of knowledge, persons, freedom and determinism, the grounds of rationality, cognitive and moral relativism, and creativity in both science and art. (Krausz, Division III)

103. Introduction to Logic Training in reading and writing proof discourses (i.e., those segments of writing or speech which express deductive reasoning) to gain insight into the nature of logic, the relationship between logic and linguistics, and the place of logic in the theory of knowledge. (Weaver, Division III)

201. A Historical Introduction to Philosophy: Modern Philosophy The development of philosophic thought from Descartes to Nietzsche. (Koggel, Richman, Division III)

203. Formal Semantics A study of the adequacy of first-order logic as a component of a theory of linguistic analysis. Grammatical, semantic, and proof theoretic inadequacies of first-order logics are examined and various ways of enriching these logics to provide more adequate theories are developed, with special attention to various types of linguistic presuppositions, analyticity, selection restrictions, the question-answer relation, ambiguity and paraphrase. Prerequisite: Philosophy 103. (Weaver, Division III)

209. Introduction to Literary Analysis: Philosophical Approaches to Criticism (Seyhan, Division III; cross listed as Comparative Literature 209 and German 209)
Not offered in 2000-01.

210. Philosophy of Social Science: Introduction to Cultural Analysis An examination of the relation between the philosophical theory of relativism and the methodological problems of crosscultural investigation. Selected anthropological theories of culture are evaluated in terms of their methodological and philosophical assumptions with attention to questions of empathetic understanding, explanation, evidence and rational assessment. Prerequisite: Anthropology 102 or another introductory course in the social

sciences or philosophy, or permission of instructor. (Krausz, Kilbride, Division I or III; cross listed as Anthropology 201) *Not offered in 2000-01.*

211. Theory of Knowledge This course is concerned with explicating four philosophical theories: positivism, realism, relativism and pragmatism. These theories are representative of those that address questions about what sorts of things exist and the constraints and approaches to our knowledge of them. The aim of this course is to develop a sense of how these theories interrelate, and to instill philosophical skills in the critical evaluation of them. (Krausz, Division III)

212. Metaphysics An examination of the issues that arise when we try to discern the fundamental nature of the world. What does it mean to say that something is real, objective, mind-independent or true? How do we go about deciding whether the world includes values, God, mind, numbers? Is there a reason to regard science's description of the world as depicting the world as it really is? (staff, Division III) *Not offered in 2000-01.*

214. Modal Logic A study of normal sentential modal logics. Topics include Kripke semantics, Makinson constructions, and back-and-forth arguments. Prerequisite: Philosophy 103. (Weaver, Division II or Quantitative Skills) *Not offered in 2000-01.*

221. Ethics An introduction to ethics by way of examination of moral theories (such as virtue ethics, utilitarianism, Kant's categorical imperative, relativism and care ethics) and of practical issues (such as abortion, animal rights and equity). (Koggel, Division III)

222. Aesthetics An examination of aesthetic experience, the ontology of art objects, the nature of artistic interpretation, and the concept of creativity. (Krausz, Division III; cross listed as Comparative Literature 222) *Not offered in 2000-01.*

228. Western Political Philosophy: Ancient and Early Modern (Salkever, Division III; cross listed as Political Science 228)

229. Concepts of the Self An individual can undergo a variety of changes and survive as the same person, but there are other changes through which an individual cannot persist. Various criteria for the identity of a person through time and change will be discussed. We will also consider problem cases of branching, which suggest a distinction between survival and identity through time. Ethical implications will be explored, as well as issues of method such as whether intuitions regarding problem cases should play a significant role in what conclusions we draw about personal identity. (Richman, Division III)

231. Western Political Philosophy (Modern) (Salkever, Division III; cross listed as Political Science 231)

233. Taoism: The Religion and the Philosophy (Nylan, Division III; cross listed as East Asian Studies 233 and History 233) *Not offered in 2000-01.*

238. Science, Technology and the Good Life A study of science, its relationship to the good life, and the relationship of technology to both science and the good life, in the ancient, modern and contemporary periods. Primary readings from Aristotle, Galileo and

Philosophy

Husserl. Supplementary readings from the modern and contemporary period include Descartes, Hobbes, Newton, Boyle, Habermas, Arendt, Taylor and MacIntyre. (Dostal, Division III; cross listed as Political Science 238) *Not offered in 2000-01.*

244. Philosophy and Cognitive Science Cognitive science is a multi-disciplinary approach to the study of human cognition — from the abstract study of concepts of cognition to well-defined empirical research into language and cognition and the specifics of cognitive modeling on computers. Philosophy, linguistics, psychology, computer science and neuroscience are the major contributors to cognitive science. (staff, Division III) *Not offered in 2000-01.*

252. Feminist Theory An examination of feminist critiques of traditional philosophical conceptions of morality, the self, reason and objectivity; philosophical contributions to issues of concern for feminists, such as the nature of equality, justice and oppression, are studied. Prerequisite: one course in philosophy or the consent of the instructor. (Koggel, Division III)

254. Philosophy of Religion The course covers basic issues in philosophy of religion drawing on classical readings as well as contemporary contributions. The following themes are highlighted: alternative approaches in philosophy of religion, faith and reason, religious language, arguments for the existence of God, relation between morality and religion, religious experience, mysticism, miracle, human destiny, liberation/salvation, life after death, the problem of evil, religious pluralism. (staff, Division III) *Not offered in 2000-01.*

293. The Play of Interpretation (Bernstein, Division III; cross listed as Comparative Literature 293 and English 293) *Not offered in 2000-01.*

300. Nietzsche, Kant, Aristotle: Modes of Practical Philosophy (Salkever, Division III; cross listed as Political Science 300) *Not offered in 2000-01.*

301. Hume A close examination of Hume's philosophy, focusing on his psychology and its implications on his epistemology, metaphysics, philosophy of mind, and ethics. His views on causation, substance, personal identity, induction, practical reasoning, free will and the basis of moral judgements are considered in detail. How Hume is related to other British and Continental philosophers, and the significance of his views for Kant as well as for a number of philosophical debates, are also examined. (Richman, Division III)

306. Origins of Political Philosophy: China and Greece (Nylan, Salkever, Division III; cross listed as East Asian Studies 306 and Political Science 306) *Not offered in 2000-01.*

310. Philosophy of Science An examination of positivistic science and its critics. Topics include the possibility and nature of scientific progress from relativistic perspectives. (Krausz, McCormack, Division III) *Not offered in 2000-01.*

314. Existentialism The course examines the philosophical roots and development of existentialism through selected readings (including novels and plays where relevant) in the works of the following: Kierkegaard, Nietzsche, Heidegger, Sartre, Simone de Beauvoir,

Camus, Marcel and Jaspers. The focus will be on the main features of the existentialist outlook, including treatments of freedom and choice, the person, subjectivity and intersubjectivity, being, time and authenticity. (staff, Division III) *Not offered in 2000-01.*

316. Philosophy of Mathematics Epistemological problems, particularly in reference to mathematical realism, are examined and various solutions are discussed, with emphasis on "structuralist" solutions arising out of modern abstract algebra. Prerequisite: Philosophy 103 or 214. (Weaver) *Not offered in 2000-01.*

321. Greek Political Philosophy (Salkever, Division III; cross listed as Political Science 320)

322. Equality Theory An examination of various conceptions of equality within the liberal tradition, beginning with selections from John Rawls' *A Theory of Justice*, and an exploration of some of the key issues concerning views of the self, social relations and justice. The course also looks at critiques of Rawls and liberal theory in general by the communitarians Sandel, Taylor, MacIntyre and Walzer, as well as recent revisions to liberalism by Kymlicka, Rawls and Gutmann. Finally, the course explores some challenges to liberal equality theory in recent feminist discussions of the nature of the self, autonomy, social relations and justice. (Koggel, Division III)

323. Culture and Interpretation A study of methodological and philosophical issues associated with interpreting alternative cultures, including whether ethnocentrism is inevitable, whether alternative cultures are found or imputed, whether interpretation is invariably circular or relativistic, and what counts as a good reason for one cultural interpretation over another. Prerequisite: a 200-level course in philosophy or anthropology or permission of instructor. (Krausz, Division III; cross listed as Comparative Literature 323)

327. Political Philosophy in the 20th Century (Salkever, Division III; cross listed as Political Science 327) *Not offered in 2000-01.*

329. Wittgenstein Despite being Austrian, Wittgenstein did most of his work in England. He was a remarkable philosopher, developing two complete philosophical systems in his lifetime. In the first, Wittgenstein attempted to show that there is a single common structure underlying all language, thought and being, and that the job of philosophy was to make it clear. In the second, he denied that the idea of such a structure was even coherent and thought that the job of philosophy was to free philosophers from bewitchments due to misunderstandings of ordinary concepts in language. He now took the meaning of concepts to be integral to the purposes and practices of people who use language in contexts. While most of the course is spent looking at his later work, we begin by examining the first system as outlined by Wittgenstein in the *Tractatus-Logico-Philosophicus*. We then turn to his rejection of his own earlier ideas by examining his account of language and, in particular, of meaning as used in the *Philosophical Investigations*. (Koggel, Division III) *Not offered in 2000-01.*

330. Kant An examination of central themes of Kant's critical philosophy. (staff, Division III) *Not offered in 2000-01.*

- 338. Phenomenology: Husserl and Heidegger** A study of the two principal founders of the phenomenological movement of the 20th century.
(staff, Division III) *Not offered in 2000-01.*
- 341. Pragmatism** An examination of how this fresh philosophical approach, expressed through works such as Charles Sanders Pierce's theory of meaning, William James' theory of truth, and John Dewey's version of pragmatism, not only helped shape contemporary American educational, legislative, and judicial institutions and practices, but also achieved a powerful impact beyond this country, especially in China and Japan.
(staff, Division III) *Not offered in 2000-01.*
- 350. Being and Good in Plato and Aristotle** An exploration of interpretations of being and the role of good in the thought of Plato and Aristotle.
(staff, Division III) *Not offered in 2000-01.*
- 352. Feminism and Philosophy** An investigation of the lessons feminism and philosophy offer one another. The course examines feminist critiques of traditional philosophical conceptions of morality, the self, reason and objectivity; and it studies philosophical contributions to issues of concern for feminists, such as the nature of equality, justice and oppression. Prerequisite: a background in philosophy or political theory is needed; permission of instructor is required. (Koggel, Division III) *Not offered in 2000-01.*
- 372. Introduction to Artificial Intelligence** (Kumar, Division II or Quantitative Skills; cross listed as Computer Science 372)
- 386. Modern Indian Thought** A course of reading providing a background for the understanding of contemporary India. The following thinkers will be discussed: Raja Rammohum Ray, Dayananda Sanaswati, Swami Vivekananda, Sri Aurobindo, Rabindranath Tagore, Mahatma Gandhi and S. Radhakrishnan. Selected papers by contemporary philosophers focus on recent issues including women's interests and secularism.
(staff, Division III) *Not offered in 2000-01.*
- 390. The American Regime: Philosophical Foundations of American Politics** (Salkever, Division III; cross listed as Political Science 390)
- 399. Senior Conference** Senior majors are required to write an undergraduate thesis on an approved topic. The senior conference is the course in which research and writing are directed. Seniors will meet collectively and individually with the supervising instructor. (Krausz)
- The Department of Philosophy sponsors the following General Studies courses. These courses should be of interest to philosophy students as well as students in mathematics and computer science.*
- General Studies 213. Introduction to Mathematical Logic** Equational logics and the equational theories of algebra are used as an introduction to mathematical logic. While the basics of the grammar and deductive systems of these logics are covered, the primary

focus is their semantics or model theory. Particular attention is given to those ideas and results that anticipate developments in classical first order model theory. Prerequisites: Philosophy 103 and Mathematics 231. (Weaver, Division II or Quantitative Skills)

General Studies 215. Introduction to Set Theory: Cardinals and Ordinals Study of the theory of cardinal and ordinal numbers in the context of Gödel-Bernays-von Neumann set theory. Topics include equivalents of the axiom of choice and basic results in infinite combinatorics. Prerequisites: Philosophy 103 and Mathematics 231. (Weaver, Division II or Quantitative Skills) *Not offered in 2000-01.*

General Studies 303. Advanced Mathematical Logic This course develops various advanced topics in the branch of mathematical logic called model theory. Topics include homogeneous models, universal models, saturated and special models, back-and-forth constructions, ultraproducts, the compactness and Lowenheim-Skolem theorems, submodel complete theories, model complete theories, and omega-categorical theories. Prerequisite: General Studies 213 or Haverford Mathematics 237. (Weaver) *Not offered in 2000-01.*

Haverford College offers the following courses in philosophy:

- 101. Historical Introduction to Philosophy**
- 210a. Plato**
- 220b. Medieval Philosophy**
- 225a. Hegel**
- 229b. Nineteenth Century Philosophy**
- 232b. African American Philosophy**
- 242a. Buddhist Philosophy**
- 331b. Topics in Anglo-American Philosophy**
- 342b. Topics in Asian Philosophy**
- 356a. Topics in Social and Political Philosophy**
- 399c. Senior Seminar**

PHYSICS

Professors:

Alfonso M. Albano, Ph.D., *Marion Reilly Professor* (on leave, 2000-2001)
Peter A. Beckmann, Ph.D., *Chair and Major Adviser for the class of '01*

Assistant Professors:

Elizabeth F. McCormack, Ph.D., *on the Rosalyn R. Schwartz Lectureship*
Michael W. Noel, Ph.D.

Instructor:

Matthew J. Rice, M.Phil., *Major Adviser for the class of '02*

Lecturer and Laboratory Coordinator:

Juan R. Burciaga, Ph.D., *Major Adviser for the class of '03 and Introductory Course Administrator*

Physics

The courses in physics emphasize the concepts and techniques that have led to our present state of understanding of the physical universe; they are designed to relate the individual parts of physics to the whole rather than to treat them as separate disciplines. In the advanced courses, the student applies these concepts and techniques to increasingly independent studies of physical phenomena. Opportunities exist for interdisciplinary work, for participation by qualified majors in research with members of the faculty, and for training in electronics, instrumentation and experimentation, including computer interfacing and programming.

The introductory courses required for the physics major and minor are Physics 103, 104 and Mathematics 101, 102. Advanced placement and credit is given for a score of 4 or 5 on the AP tests. Alternatively, students may take the departmental advanced placement examinations just prior to, or during, the first week of classes. Entering students are strongly urged to take departmental placement examinations in physics and mathematics if they had reasonably strong courses in high school. It is best for a student considering a physics major to complete the introductory requirements in the first year. However, it is still possible for a student who completes the introductory sequence by the end of the sophomore year to major in physics.

Major Requirements: Beyond the four introductory physics and mathematics courses, nine additional courses are required for the major. (Haverford courses may be substituted for Bryn Mawr courses where appropriate.) Five of the nine courses are Physics 201, 214, 306 and Mathematics 201, 203. The remaining four courses must be chosen from among the 300-level physics courses, any one course from among Astronomy 305, 320 and 322, or any one course from among Mathematics 303, 312 and 322.

The department has been very successful in preparing students for graduate school in physics, physical chemistry, materials science, engineering and related fields. To be well prepared for graduate school, students should take Physics 302, 303, 308, 309 and 331. These students should also take any additional physics, mathematics and chemistry courses that reflect their interests and should engage in research with a member of the faculty by taking Physics 403. Note that Physics 403 does not count toward one of the 13 courses required for the major.

Typical plans for a four-year major in physics are listed below.

Four-Year Plan meeting the minimum requirements for the major:

1st Year	Physics 103, 104 Mathematics 101, 102
2nd Year	Physics 201, 214 Mathematics 201, 203
3rd Year	Physics 306 and one (or two) other 300-level physics course(s)
4th Year	Three (or two) other 300-level physics courses

Four-Year Plan providing adequate preparation for graduate school:

1st Year	Physics 103, 104 Mathematics 201, 203
2nd Year	Physics 201, 214 Mathematics 101, 102
3rd Year	Physics 306 and either 303, 309 or 308, 302

The physics program at Bryn Mawr allows for a student to major in physics even if the introductory courses are not completed until the end of the sophomore year, as long as calculus is taken in the freshman year. It is also possible, although difficult, for the student majoring in three years to be adequately prepared for graduate school. To do this, the outline below should be supplemented with (at least) Physics 403 in the 4th year.

Three-Year Plan meeting the minimum requirements for the major:

1st Year	Mathematics 101, 102)
2nd Year	Physics 103, 104 Mathematics 201, 203
3rd Year	Physics 201, 214, 306 and 302 or 331
4th Year	Three 300-level physics courses

Minor Requirements: The requirements for the minor, beyond the introductory sequence, are Physics 201, 214, 306; Mathematics 201; and two additional 300-level physics courses.

Honors: The A.B. degree may be awarded with honors in physics. The award is based on the quality of original research done by the student and a minimum grade point average. The research must be described in a senior thesis presented to the department. A grade point average of 3.4 or higher in physics and an overall grade point average of at least 3.0, both calculated at the end of the senior year, must be achieved.

101. Introductory Physics I This is an introductory course on the study of the physical universe. The emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics typically include classical kinematics and dynamics, special relativity and thermodynamics. Calculus is introduced and used throughout the course. An effective and usable understanding of algebra and trigonometry is assumed. Section 1 is for postbaccalaureate students. Section 2 is primarily for juniors and seniors either majoring in a natural science or preparing to meet premedical requirements. Sophomores may choose between 101/102 and 103/104 and are urged to seek advice from the Physics Department Introductory Courses Administrator. Lecture three hours, laboratory three hours a week. (staff, Division IIL or Quantitative Skills)

102. Introductory Physics II This course is a continuation of Physics 101. The emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics typically include electromagnetism, electrical circuits, optics, quantum mechanics and other topics selected from the physics of the 20th century. Calculus is introduced and used throughout the course. Section 1 is for postbaccalaureate students. Section 2 is primarily for juniors and seniors either majoring in a natural science or preparing to meet premedical requirements. Sophomores may choose between 101/102 and 103/104 and are urged to seek advice from the Physics Department Introductory Courses Administrator. Lecture three hours, laboratory three hours a week. Prerequisite: Physics 101. (staff, Division IIL or Quantitative Skills)

Physics

103. Foundations of Physics I This is an introductory course that seeks to develop physical insight and problem-solving skills as well as an appreciation for the broader conceptual structure of physics. Calculus is used throughout the course. Topics include motion, gravitation, special relativity and thermodynamics. This course is open only to freshmen and sophomores. Sophomores may choose between 101/102 and 103/104 and are urged to seek advice from the Physics Department Introductory Courses Administrator. Lecture three hours, laboratory three hours a week. Corequisite: Mathematics 101.
(staff, Division IIL or Quantitative Skills)

104. Foundations of Physics II This course is a continuation of Physics 103. It seeks to develop physical insight and problem-solving skills as well as an appreciation for the broader conceptual structure of physics. Calculus is used throughout the course. Topics include electromagnetism, waves, optics, quantum mechanics and other topics selected from the physics of the 20th century. This course is open only to freshmen and sophomores. Sophomores may choose between 101/102 and 103/104 and are urged to seek advice from the Physics Department Introductory Courses Administrator. Lecture three hours, laboratory three hours a week. Prerequisite: Physics 103. Corequisite: Mathematics 102.
(staff, Division IIL or Quantitative Skills)

107. Conceptual Physics This course is an introduction to our modern understanding of the physical universe. Special emphasis is placed on how the laws of physics are inferred and tested, how paradigms are developed, and how working principles are extrapolated to new areas of investigation. The systematic, as well as the serendipitous, nature of discoveries is explored. Examples and illustrations are typically drawn from particle physics, cosmology, nuclear physics, relativity and mechanics. This is a terminal course open to all students who have not taken college-level physics. Lecture three hours, laboratory three hours a week.
(staff, Division IIL or Quantitative Skills) *Not offered in 2000-01.*

201. Electromagnetism and Physical Optics The lecture material covers electrostatics, electric currents, magnetic fields, electromagnetic induction, Maxwell's equations, electromagnetic waves, and elements of physical optics, including principles of diffraction, interference and coherence. Scalar and vector fields and vector calculus are introduced and developed as needed. The laboratory covers topics in direct and alternating currents, and digital circuitry. Lecture three hours, laboratory three hours a week. Prerequisites: Physics 102 or 104 and Mathematics 201.
(staff, Division IIL or Quantitative Skills)

214. Modern Physics and Quantum Mechanics The lecture material covers topics in 20th-century physics, including: forces and particles of nature; nuclear and particle physics; statistical physics; elementary radiation theory; special relativity; one-dimensional quantum mechanics; quantum mechanics of angular momentum and the hydrogen atom; and special topics depending on the instructor (e.g., relativistic quantum mechanics, general relativity, electron spin, the periodic table, unification theories and laser physics). The laboratory includes experiments in atomic physics, nuclear physics, solid state physics, physical optics and quantum physics. Lecture three hours, laboratory three hours a week. Prerequisite: Physics 102 or 104. Corequisite: Mathematics 201.
(staff, Division IIL or Quantitative Skills)

302. Quantum Mechanics and Applications This course presents non-relativistic quantum mechanics, including Schrödinger's equation, the eigenvalue problem, the measurement process, the hydrogen atom, the harmonic oscillator, angular momentum, spin, the periodic table, time-dependent perturbation theory, and the relationship between quantum and Newtonian mechanics. Lecture and discussion four hours a week. Prerequisites: Physics 214 and 306. *Offered in 2000-01 and alternate years.*

303. Statistical and Thermal Physics This course presents the statistical description of the macroscopic states of classical and quantum systems, including conditions for equilibrium; microcanonical, canonical and grand canonical ensembles; and Bose-Einstein, Fermi-Dirac and Maxwell-Boltzmann statistics. Examples and applications are drawn from thermodynamics, solid state physics, low temperature physics, atomic and molecular physics, and electromagnetic waves. Lecture and discussion four hours a week. Prerequisite: Physics 214. Corequisite: Physics 306.

(staff) Alternates between Bryn Mawr and Haverford; 2000-2001 at Bryn Mawr.

305. Advanced Electronics This laboratory course is a survey of electronic principles and circuits useful to experimental physicists and engineers. Topics include the design and analysis of circuits using transistors, operational amplifiers, feedback and analog-to-digital conversion. Also covered is the use of electronics for automated control and measurement in experiments, and the interfacing of computers and other data acquisition instruments to experiments. Laboratory eight hours a week. Prerequisite: Physics 201 or Haverford Physics 213. *(staff) Alternates between Bryn Mawr and Haverford; 2000-2001 at Bryn Mawr.*

306. Mathematical Methods in the Physical Sciences This course presents topics in applied mathematics useful to theoretical and experimental physicists, engineers and physical chemists. Topic typically covered include coordinate transformations and tensors, Fourier series, integral transforms, ordinary and partial differential equations, special functions, boundary-value problems, and functions of complex variables. Lecture and discussion four hours a week. Prerequisites: Mathematics 201 and 203. *(staff)*

308. Advanced Classical Mechanics This course presents kinematics and dynamics of particles and macroscopic systems using Newtonian, Lagrangian and Hamiltonian techniques. Topics include oscillations, normal mode analysis, inverse square laws, non-linear dynamics, rotating rigid bodies, and motion in non-inertial reference frames. Lecture and discussion four hours a week. Corequisite: Physics 306.

Alternates between Bryn Mawr and Haverford; 2000-2001 at Haverford.

309. Advanced Electromagnetic Theory This course presents the mathematical structure of classical field theories. Topics include electrostatics and magnetostatics, dielectrics, magnetic materials, electrodynamics, Maxwell's equations, electromagnetic waves and relativity. Examples and applications may also be drawn from superconductivity, plasma physics and radiation theory. Lecture and discussion four hours a week. Prerequisites: Physics 201 and 306.

(staff) Alternates between Bryn Mawr and Haverford; 2000-2001 at Bryn Mawr.

Physics

322. Solid State Physics This course presents the physics of solids. Topics include: crystal structure and diffraction; the reciprocal lattice and Brillouin zones; crystal binding; lattice vibrations and normal modes; phonon dispersion; Einstein and Debye models for the specific heat; the free electron model; the Fermi surface; electrons in periodic structures; the Bloch theorem; band structure; semiclassical electron dynamics; semiconductors; magnetic and optical properties of solids; superconductivity; and defects in solids. Lecture and discussion four hours a week. Prerequisites: Physics 303 and 306.

(staff) *Alternates between Bryn Mawr and Haverford; 2000-2001 at Bryn Mawr.*

331. Advanced Modern Physics Laboratory This laboratory course consists of set-piece experiments as well as directed experimental projects to study a variety of phenomena in atomic, molecular, optical, nuclear and solid state physics. The experiments and projects serve as an introduction to contemporary instrumentation and the experimental techniques used in physics research laboratories in industry and in universities. Laboratory eight hours a week. Prerequisites: Physics 214 and 306. Corequisite: Physics 201. (staff)

380. Supervised Work in Teaching Physics Students will have the opportunity of working with an experienced faculty member as they serve as assistant teachers in a college course in physics. Students will participate in a directed study of the literature on teaching and learning pedagogy; participate in constructing and designing the course; and engage in teaching components of the course. Supervised work 12 hours a week. Prerequisites: Physics 103/104 or equivalent, and permission of the instructor.

390. Supervised Work in a Special Topic At the discretion of the department, juniors and seniors may supplement their work in physics with the study of topics not covered in the regular course offerings. Supervised work 12 hours a week.

403. Supervised Units of Research At the discretion of the department, juniors and seniors may supplement their work in physics with research in one of the faculty research groups. At the discretion of the research supervisor, a written paper and an oral presentation may be required at the end of the semester or year. The available areas of supervised research projects include molecular spectroscopy and dynamics, nonlinear dynamics, condensed matter physics, and physical chemistry. Students are encouraged to contact individual faculty members and the departmental Web pages for further information.

COURSES AT HAVERFORD COLLEGE

Many upper-level physics courses are taught at Haverford and Bryn Mawr in alternate years. These courses (numbered 302, 303, 308 and 309) may be taken interchangeably to satisfy major requirements.

POLITICAL SCIENCE

The Caroline McCormick Slade Department of Political Science

Professors:

Michael Nylan, Ph.D., *Caroline Robbins Professor of History and
Professor of East Asian Studies and Political Science*

Marc Howard Ross, Ph.D., *William R. Kenan Jr. Professor*

Stephen G. Salkever, Ph.D., *Mary Katharine Woodworth Professor*

Associate Professors:

Michael H. Allen, Ph.D.

Carol J. Hager, Ph.D., *Chair*

Assistant Professor:

Marissa Martino Golden, Ph.D., *on the Joan Coward Professorship in Political Economics*

The major in political science aims at developing the reading, writing and thinking skills needed for a critical understanding of the political world. Course work includes a variety of approaches to the study of politics: historical/interpretive, quantitative/deductive, and philosophical. Using these approaches, students examine political life in a variety of contexts from the small-scale neighborhood to the international system, asking questions about the different ways in which humans have addressed the organization of society, the management of conflicts, or the organization of power and authority.

The major consists of a minimum of 10 courses. Two of these must be chosen from among any of the following entry-level courses: 101, 121, 131, 141, 205, 228 and 231. The major must include work done in two distinct fields. A minimum of three courses must be taken in each field, and at least one course in each field must be at the 300 level. In addition, majors take the senior seminar (398) in the first semester of the senior year and write a senior essay (399) in the second.

Fields are not fixed in advance, but are set by consultation between the student and the departmental advisers. The most common fields have been comparative politics, international politics, American politics, and political philosophy, but fields have also been established in Hispanic studies, political psychology, women and politics, Russian studies, East Asian studies, international economics, American history, and environmental studies, among others.

Up to three courses from departments other than political science may be accepted for major credit, if in the judgment of the department these courses are an integral part of the student's major plan. This may occur in two ways: (1) an entire field may be drawn from courses in a related department (such as economics or history); or (2) courses taken in related departments will count toward the major if they are closely linked with work the student has done in political science. Ordinarily, courses at the 100 level or other introductory courses taken in related departments may not be used for major credit in political science.

Students who have done distinguished work in their courses in the major and who write outstanding senior essays will be considered by the department for departmental honors.

Political Science

All Haverford political science courses count toward the Bryn Mawr major; courses in related departments at Haverford which are accepted for political science major credit will be considered in the same way as similar courses taken at Bryn Mawr. All Bryn Mawr majors in political science must take at least three courses in political science at Bryn Mawr, not counting Political Science 398 and 399.

A minor in political science consists of six courses distributed across at least two fields. At least two of the courses must be at the 300 level.

101. Introduction to Political Science An introduction to various theoretical and empirical approaches to the study of politics, with emphasis on three concepts central to political life in all societies: authority, community and conflict. The course examines these concepts in relation to local communities, nations and the international system. (Ross, Division I)

121. Introduction to American Politics An introduction to the major features and characteristics of the American political system. Features examined include: voting and elections; the institutions of government (Congress, the Presidency, courts and the bureaucracy); the policy-making process; and the role of groups (interest groups, women, and ethnic and racial minorities) in the political process. (Golden, Division I)

131. Comparative Politics An introduction to the comparative study of political systems. A survey of major questions addressed by comparative approaches, such as why authority structures differ across countries; how major issues such as inequality, environmental degradation, and ethno-nationalism arise in different polities; and why governmental responses to those issues differ so widely. Comparisons are made across time and space. Emphasis is placed on institutional, cultural and historical explanations. (Hager, Division I)

141. Introduction to International Politics An introduction to international relations, exploring its main subdivisions and theoretical approaches. Phenomena and problems in world politics examined include systems of power-management, imperialism, war, cold war, bargaining and peace. Problems and institutions of international economy and international law are also addressed. This course assumes a reasonable knowledge of modern world history. (Allen, Division I)

205. European Politics: Between Unification and Dissolution An analysis of the accelerating process of European unification and the increasing political divisiveness within individual European countries. A focus on the evolution of the state-society relationship in selected countries and the emergence of new sources of conflict in recent years. These are placed in the context of a changing international scene: the transformation of Eastern Europe, European social and economic unity, and the introduction of the Euro. (Hager, Division I) *Not offered in 2000-01.*

206. Conflict and Conflict Management: A Crosscultural Approach A study of how and why societies throughout the world differ in their levels and forms of conflict and methods of settling disputes. Explanations for conflict in and among traditional societies are considered as ways of understanding political conflict and dispute settlement in the United

States and other contemporary settings. Prerequisite: one course in political science, anthropology or sociology. (Ross, Division I; cross listed as Anthropology 206)

220. Constitutional Law A consideration of some of the leading cases and controversies in American constitutional law and of the relationship between constitutional law and other aspects of American politics. (staff, Division I) *Not offered in 2000-01.*

222. Introduction to Environmental Issues: Movements, Controversies and Policy-Making in International Perspective An exploration of the ways in which different cultural, economic and political settings have shaped issue emergence and policy making. Consideration is given to the prospects for international cooperation in solving environmental problems.

(Hager, Division I; cross listed as Growth and Structure of Cities 222)

228. Western Political Philosophy: Ancient and Early Modern An introduction to the fundamental problems of political philosophy, especially the relationship between political life and the human good or goods. Readings from Plato, Aristotle, Machiavelli, Hobbes and Rousseau. (Salkever, Division III; cross listed as Philosophy 228)

231. Western Political Philosophy (Modern) A continuation of Political Science 228, although 228 is not a prerequisite. Particular attention is given to the various ways in which the concept of freedom is used in explaining political life. Readings from Locke, Hegel, J.S. Mill, Marx and Nietzsche. (Salkever, Division III; cross listed as Philosophy 231)

238. Science, Technology and the Good Life (Dostal, Division III; cross listed as Philosophy 238) *Not offered in 2000-01.*

241. The Politics of International Law and Institutions An introduction to international law, which assumes a working knowledge of modern world history and politics since World War II. The origins of modern international legal norms in philosophy and political necessity are explored, showing the schools of thought to which the understandings of these origins give rise. Significant cases are used to illustrate various principles and problems. Prerequisite: Political Science 141. (Allen, Division I)

243. African and Caribbean Perspectives in World Politics This course makes African and Caribbean voices audible as they create or adopt visions of the world that explain their positions and challenges in world politics. Students learn analytical tools useful in understanding other parts of the world. Prerequisite: Political Science 141. (Allen, Division I)

251. Politics and the Mass Media A consideration of the mass media as a pervasive fact of political life in the United States and how they influence American politics. Topics include how the media have altered American political institutions and campaigns, how selective attention to particular issues and exclusion of others shape public concerns, and the conditions under which the media directly influence the content of political beliefs and the behavior of citizens. Prerequisite: one course in political science, preferably Political Science 121. (staff, Division I)

Political Science

254. Bureaucracy and Democracy The federal bureaucracy may well be the most maligned branch of government. This course moves beyond the stereotypes to examine the role of this “fourth branch” in the American political system. The course pays special attention to the bureaucracy's role as an unelected branch in a democratic political system, its role in the policy process, and its relationships with the other branches of government. (Golden, Division I)

272. Early China: Material, Social and Philosophical Cultures (Nylan, Division I; cross listed as East Asian Studies 272 and History 272) *Not offered in 2000-01.*

273. Historians, Visionaries, and Statesmen in China (Nylan, Division III; cross listed as East Asian Studies 273 and History 273) *Not offered in 2000-01.*

274. The Chinese Village (Nylan, Division I; cross listed as East Asian Studies 274 and History 274) *Not offered in 2000-01.*

276. Vietnam, China and the United States (Nylan, Division I; cross listed as East Asian Studies 276 and History 276)

284. Modernity and Its Discontents (staff, Division I or III; cross listed as Sociology 284) *Not offered in 2000-01.*

300. Nietzsche, Kant, Aristotle: Modes of Practical Philosophy A study of three important ways of thinking about theory and practice in Western political philosophy: the reduction of theory to practice in Nietzsche's *Beyond Good and Evil*; the envisioning of practice as a separate realm of pure rational freedom in Kant's *Groundwork of the Metaphysics of Morals*, and the articulation of theory as a moment within practical reflection in Aristotle's *Nicomachean Ethics*. Prerequisites: Political Science 228 and 231, or Philosophy 101 and 201. (Salkever; cross listed as Philosophy 300) *Not offered in 2000-01.*

306. Origins of Political Philosophy: China and Greece A consideration of two cases of the emergence of critical and self-reflective public discourse and of the subsequent problem of the relationship between philosophy and political life. Readings from Confucius, Mencius, Chuang tzu, Hsun tzu, the pre-Socratics, Plato, Aristotle, Thucydides. (Nylan, Salkever; cross listed as East Asian Studies 306 and Philosophy 306)
Not offered in 2000-01.

308. Political Transformation in Eastern and Western Europe: Germany and Its Neighbors This course examines the many recent changes in Europe through the lens of German politics. From the two world wars to the Cold War to the East European revolutions of 1989 and the European Union, Germany has played a pivotal role in world politics. We will identify cultural, political and economic factors that have shaped this role, and we will analyze Germany's actions in the broader context of international politics. (Hager; cross listed as German 321)

310. Topics in Comparative Politics: Comparative Public Policy A comparison of the policy-making process and policy outcomes in a variety of countries. Focusing on particular issues such as environment, social welfare and industrial policy, we will identify

institutional, historical and cultural sources of the differences. We will also examine the growing importance of international-level policymaking and the interplay between international and domestic pressures on policy-makers. (Hager)

316. The Politics of Ethnic, Racial and National Groups An analysis of ethnic, racial and national group cooperation and conflict in a variety of cultural contexts. Particular attention is paid to processes of group identification and definition, the politicization of race and ethnic and national identity, and various patterns of accommodation and conflict among groups. Prerequisite: two courses in political science, anthropology or sociology, or permission of instructor. (Ross; cross listed as Growth and Structure of Cities 316)

320. Greek Political Philosophy A consideration of major works by Thucydides, Plato and Aristotle, along with readings from the current debate over the relevance of Greek philosophy to philosophy and politics today. (Salkever; cross listed as Philosophy 321)

321. Technology and Politics An analysis of the complex role of technology in Western political development in the industrial age. We focus on the implications of technological advance for human emancipation. Discussions of theoretical approaches to technology will be supplemented by case studies illustrating the politics of particular technological issues. Prerequisite: one course in political science or permission of instructor. (Hager) *Not offered in 2000-01.*

325. New European Social Movements Our goal is to understand current changes in the relationship between citizen and state in their historical and political context. We analyze fascism in Germany and communism in Russia along with the dissident groups that arose under each system. We then examine “new social movements” that have formed since the 1960s, including the West European peace movement and Polish Solidarity. These provide a context in which to discuss the transformation of Eastern Europe and the issues that mobilized people in the 1990s, including ethno-nationalism and feminism. We end with a discussion of the possibilities for democratic politics in the new Europe. Prerequisite: one course in European history, politics or culture, or permission of instructor. (Hager) *Not offered in 2000-01.*

327. Political Philosophy in the 20th Century A study of 20th-century extensions of three traditions in Western political philosophy: the adherents of the German and English ideas of freedom and the founders of classical naturalism. Authors read include Hannah Arendt, Jurgen Habermas, John Rawls, Alasdair MacIntyre, Leo Strauss and Iris Murdoch. Topics include the relationship of individual rationality and political authority, the “crisis of modernity,” and the relationship between political philosophy and modern science. Prerequisites: Political Science 228 and 231, or Philosophy 101 and 201. (Salkever; cross listed as Philosophy 327) *Not offered in 2000-01.*

333. The Transformation of American Politics, 1950-2000 The American political system has changed dramatically over the past 50 years. This seminar examines the ways in which American political institutions and processes have been transformed — by design and by accident — and the causes and consequences of those changes. Special attention will be paid to the effect that these changes have had on the democratic character of the American political system and on its ability to govern. (Golden) *Not offered in 2000-01.*

339. The Policy-Making Process This course examines the processes by which we make and implement public policy in the United States, and the institutions and actors involved in those processes. The aim of the course is to increase our understanding of how these institutions and actors interact at different stages in the policy process and the nature of the policies that result. Examples will be drawn from a range of policy domains including environmental policy and civil rights. (Golden) *Not offered in 2000-01.*

347. Advanced Issues in Peace and Conflict Studies An in-depth examination of crucial issues and particular cases of interest to advanced students in Peace and Conflict Studies through common readings and student projects. Various important theories of conflict and conflict management are compared and students undertake semester-long field research. The second half of the semester focuses on student research topics with continued exploration of conflict resolution theories and research methods. Prerequisite: Political Science 206, General Studies 111 (at Haverford), or Political Science 247b (at Haverford). (Hébert)

348. Culture and Ethnic Conflict An examination of the role of culture in the origin, escalation and possible peaceful settlement of 15 ethnic conflicts. How culture offers constraints and opportunities to governments and leaders engaged in ethnic conflict and cooperation is explored. Students engage in research projects that address the question of culture and conflict generally; examine one ethnic conflict and its possible resolution in depth; and collaborate with other students in comparison of this case with two others. Prerequisites: two courses in the social sciences. (Ross)

354. Comparative Social Movements: Power, Protest, and Mobilization A consideration of the conceptualizations of power and (“legitimate” and “illegitimate”) participation, the political opportunity structure facing potential protesters, the mobilizing resources available to them, and the cultural framing within which these processes occur. Specific attention is paid to recent movements that have occurred both within and across countries, especially the feminist, environmental and peace movements. (Hager, Karen, Division I; cross listed as Sociology 354) *Not offered in 2000-01.*

362. Environmental Policy in Comparative Perspective An examination of the many facets of international environmental policy making, including governmental, technological, economic, international-legal and geophysical, as well as the diverse participants in environmental debates worldwide. Emphasis is placed on the links between environmental issues and other important issues of trade, economic inequality and the world distribution of labor. Selected policy areas are analyzed as case studies. Prerequisite: Political Science 222 or 241 (Allen, Hager) *Not offered in 2000-01.*

390. The American Regime: Philosophical Foundations of American Politics A consideration of the debates over the meaning of American politics, focusing on three major controversies: religion and politics, race and politics, and the relationship between polity and economy. Readings for the course are drawn from major texts in American political thought, from leading cases in American constitutional law, and from modern commentary, both philosophical and policy-oriented. (Salkever; cross listed as Philosophy 390)

391. International Political Economy This seminar examines the growing importance of economic issues in world politics and traces the development of the modern world economy from its origins in colonialism and the industrial revolution. Major paradigms in political economy are critically examined. Aspects of and issues in international economic relations such as finance, trade, migration and foreign investment are examined in the light of selected approaches. (Allen)

398. Senior Seminar Required of senior majors. This course is divided into two parts. During the first eight weeks of the term, department faculty meet weekly with senior majors to discuss core questions of method and epistemology in political science and to consider a few selected examples of outstanding work in the discipline. The rest of the term is devoted to individual reading and tutorial instruction in preparation for writing the senior essay. (staff)

399. Senior Essay (staff)

401a, b. Central Texts of the Western Political Tradition Prerequisite: permission of instructor (Salkever)

403. Supervised Work (staff)

415. Discussion Leader (staff)

Haverford College offers the following courses in political science.

- 121a. American Politics and its Dynamics
- 123b. American Politics: Difference and Discrimination
- 131b. Comparative Government and Politics
- 141b. International Politics
- 223b. American Political Process: The Congress
- 224a. The American Presidency
- 227a. Urban Politics
- 228b. Urban Policy
- 235a. African Politics: National and International
- 237a. Latin American Politics
- 238b. Power and Protest in Latin America
- 239a. United States - Latin American Relations
- 240b. Inter-American Dialogue
- 245a. The State System
- 246b. The Politics of International Institutions
- 253b. Comparative Communal Politics
- 255a. Democratic Theory: Membership, Citizenship and Community
- 268b. Mobilization Politics
- 326a,b. Topics in American Politics
- 335b. Topics in Democracies and Democratization, Past and Present
- 338a. Topics in Latin American Politics
- 346b. Topics in International Politics: Diplomacy in the Middle East and North Africa

- 391a. Research Seminars Topics: Public Policy Analysis, Social Movement Theory or International Politics
392b. Research and Writing on Political Problems

PSYCHOLOGY

Professors:

Richard C. Gonzalez, Ph.D., *Katharine E. McBride Professor of Psychology*
Clark R. McCauley, Ph.D.
Leslie Rescorla, Ph.D., *Chair and Director of the Child Study Institute*
Earl Thomas, Ph.D.
Robert H. Wozniak, Ph.D.

Assistant Professors:

Kimberly Wright Cassidy, Ph.D., *on the Rosalyn R. Schwartz Lectureship*
(on leave, semester I 2000-01)
Marc Schulz, Ph.D. (on leave, semester II 2000-01)
Anjali Thapar, Ph.D. (on leave, semester II 2000-01)

Professor of Biology and Psychology:

Margaret A. Hollyday, Ph.D. (on leave, 2000-01)

Lecturers:

Erika Rossman Behrend, Ph.D., *Associate Dean of the Undergraduate College*
Erica Michael, Ph.D.

Laboratory Lecturer:

Paul Neuman, Ph.D.

The department offers the student a major program that allows choice of courses from among a wide variety of fields in psychology: clinical, cognitive, developmental, physiological and social. In addition to the considerable breadth offered, the program encourages the student to focus on more specialized areas through advanced course work, seminars, and especially through supervised research. Students have found that the major program provides a strong foundation for graduate work in clinical, cognitive, developmental, experimental, physiological and social psychology.

An interdepartmental concentration in Neural and Behavioral Sciences is available as an option to students majoring in either biology or psychology. Students electing this option must fulfill requirements of both the major and the concentration, which is administered by an interdepartmental committee. Psychology students interested in the concentration in the Neural and Behavioral Sciences should see page 261 for a description of the program.

Requirements for the major in psychology include: 1) Psychology 101 and 102, or their equivalent; 2) Psychology 205 ; 3) four or five courses at the 200-level that survey content areas of psychological research and have an introductory psychology course as a prerequisite ; and 4) three or four courses at the 300 level that have a 200-level survey course as a prerequisite and offer either specialization within a content area or integration across

areas. The major requires at least eight courses above the 100 level, not including Psychology 205: four 200-level and four 300-level courses, or five 200-level and three 300-level courses. With the exception of Psychology 205, all 200-level courses require Psychology 101 and 102 or the permission of the instructor. All 300-level courses have 200-level prerequisites (listed below after description of each 300-level course). With permission of the department, two semesters of supervised research may be substituted for one 300-level course.

Students who have taken an introductory course in psychology elsewhere are not required to take Psychology 101 and 102. However, they are required to take two psychology courses with a laboratory if their introductory courses did not include a laboratory. If their introductory course was only one-semester long, then they must take an additional psychology course at the 200 level so that their total number of courses in the major equals 11, and they must have at least two courses with a laboratory.

The selection of courses to meet the major requirements is made in consultation with the student's major adviser. It is expected that the student will sample broadly among the diverse fields represented in the curriculum. Courses outside the department may be taken for major credit if they satisfy the above descriptions of 200-level and 300-level courses. Students should contact the Undergraduate Coordinator about major credit for a course outside the department, preferably before taking the course.

A student may minor in psychology by taking Psychology 101 and 102 and any other four courses that meet the requirements of the major.

Departmental honors (called Honors in Research in Psychology) are awarded on the merits of a report of research (the design and execution, and the scholarship exhibited in the writing of a paper based on the research). To be considered for Honors, students must have a G.P.A. in psychology of 3.4.

101, 102. Experimental Psychology Psychology as a natural science. A survey of methods, facts and principles relating to basic psychological processes. Major topic areas include neural bases of behavior, learning and motivation, psychosocial development and abnormal psychology, human cognition, cognitive development, individual differences and social psychology. Lecture three hours, laboratory four hours a week. The laboratory provides experience with contemporary methods of research on both animals and humans. (staff, Division IIL)

104. Behavior Modification This course covers the basic principles of behavior and their relevance and application to clinical problems. The theoretical approach to behavior analysis will be covered to help understand the methods used in clinical practice. Topics may include eating disorders, addictive behavior, autistic behavior, attention deficit hyperactivity disorder, intermittent explosive disorder, self-control and behavioral momentum. Methods for recording, analyzing and presenting data in applied behavior analysis will be covered to prepare students for implementing a behavior program as part of the course. (Neuman, Division I)

201. Learning Theory and Behavior A systematic analysis, in historical perspective, of the major conceptions of the nature of animal intelligence and the data bearing on them, with emphasis on cognitive processes and their evolution. Provides the foundation for further study of intelligence and behavior, particularly as treated in courses on human

Psychology

cognition and behavioral neuroscience. Three lectures, five hours of laboratory each week. (Gonzalez, Division IIL) *Not offered in 2000-01.*

203. Educational Psychology Topics in the psychology of human cognitive, social and affective behavior are examined and related to educational practice. Classroom observation is required. (staff, Division I)

205. Experimental Methods and Statistics An introduction to experimental design, general research methodology, and the analysis and interpretation of data. Emphasis will be placed on issues involved with conducting psychological research. Topics include descriptive and inferential statistics, experimental design and validity, analysis of variance, and correlation and regression. Each statistical method will also be executed using computers. Lecture three hours, laboratory 90 minutes a week. (Thapar, Division II or Quantitative)

206. Developmental Psychology A topical survey of psychological development from infancy through adolescence, focusing on the interaction of personal and environmental factors in the ontogeny of perception, language, cognition, and social interactions within the family and with peers. Topics include: developmental theories; infant perception; attachment; language development; theory of mind; memory development; peer relations, schools and the family as contexts of development; and identity and the adolescent transition. (Wozniak, Division I)

208. Social Psychology A survey of theories and data in the study of human social behavior. Special attention to methodological issues of general importance in the conduct and evaluation of research with human subjects. Topics include: group dynamics (conformity, leadership, encounter groups, crowd behavior, intergroup conflict); attitude change (consistency theories, attitudes and behavior, mass media persuasion); and person perception (stereotyping, attribution theory, implicit personality theory). Participation in a research project is required. (McCauley, Division I)

209. Abnormal Psychology An examination of the main psychological disorders manifested by individuals across the life span. It begins with a historical overview followed by a review of the major models of psychopathology, including the medical, psychoanalytic, cognitive, behavioral and family systems. Disorders covered include anorexia/bulimia, schizophrenia, substance abuse, depression and anxiety disorders. Topics include symptomatology and classification, theories of etiology, research on prognosis, treatment approaches, and studies of treatment effectiveness. Two lectures, one discussion section a week. (Schulz, Division I)

212. Human Cognition A survey of the history, theories and data of cognitive psychology. Emphasis is placed on those models and methods that fall within the information-processing approach to human cognition. Topics include perception, object recognition, attention and automaticity, memory, mental representations and knowledge, language, and problem solving. Data from laboratory experiments (including those conducted within the course) and the performance of patients with brain damage are reviewed. Participation in (self-administered) laboratory experiments is mandatory. A research project or paper is also required. (Thapar, Division IIL)

218. Behavioral Neuroscience An interdisciplinary course on the neurobiological bases of experience and behavior, emphasizing the contribution of the various neurosciences to the understanding of basic problems of psychology. An introduction to the fundamentals of neuroanatomy, neurophysiology and neurochemistry, with an emphasis upon synaptic transmission; followed by the application of these principles to an analysis of sensory processes and perception, emotion, motivation, learning and cognition. Lecture three hours a week. (Thomas, Division II)

305. Psychological Testing Principles of measurement relevant to both experimental and individual differences psychology, with special emphasis on evaluating tests for either research or practical selection problems. Tests considered include intelligence tests (e.g. WAIS, WISC, Stanford-Binet, Raven's Matrices), aptitude tests (e.g. SAT, GRE), and personality tests (e.g. MMPI, NEO, Rorschach). Issues considered include creativity versus intelligence testing, nature versus nurture in IQ scores, and effects of base rate in using tests for selection. Participation in a research project is required. Prerequisite: Psychology 205. (McCauley)

312. History of Modern American Psychology An examination of major 20th-century trends in American psychology and their 18th- and 19th-century social and intellectual roots. Topics include: physiological and philosophical origins of scientific psychology; growth of American developmental, comparative, social and clinical psychology; and the cognitive revolution. Open only to juniors and seniors majoring in psychology. (Wozniak)

323. Cognitive Neuroscience: Exploring the Living Brain The field of cognitive neuroscience serves as an interface between cognitive psychology (the study of information processing) and neuroscience (the study of the physical brain). Its goal is to map cognitive functions to neural regions. In this seminar, we will focus on how high-level psychological processes (e.g., attention, memory, language) are organized in the human brain. Special emphasis will be placed on theory and research based on behavioral and cognitive impairments due to brain injury and aging, and how this may inform our view of normal cognitive functions. Prerequisite: Psychology 212 or permission of the instructor. (Thapar, Division IIL)

350. Developmental Cognitive Disorders A survey of language disorders, mental retardation, reading disability/dyslexia and other forms of learning disability in children and adolescents, using a developmental and neuropsychological framework to study the various cognitive disorders within the context of the normal development of perception, attention, memory, language, mathematical concepts and reading. Research discussed deals with the assessment, classification, outcome and remediation of the major cognitive disorders manifested by children and adolescents. Prerequisite: Psychology 206 or 212. (staff)

351. Developmental Psychopathology An examination of research and theory addressing the origins, progression and consequences of maladaptive functioning in children, adolescents and families. The course will concentrate on several major forms of psychopathology, such as depression and disruptive behavior syndromes, and family-based risk factors for psychopathology, such as parenting quality and marital conflict. An

Psychology

important focus of the course is on the identification of risk and protective factors for psychopathology. The course will also examine prevention efforts designed to reduce risks and enhance protective factors. Prerequisite: Psychology 206 or 209 (Rescorla)

352. Advanced Topics in Developmental Psychology This course will provide in-depth study of a major area of developmental psychology (i.e., theory of mind, language acquisition, memory). Class time will involve discussion of theory and research in the topic of focus. In addition, students will gain laboratory research experience using developmental techniques by replicating pre-existing research experiments with children and adults and by designing and implementing original studies. Prerequisite: Psychology 206 (Cassidy, Division IIL) *Not offered in 2000-01.*

353. Advanced Topics in Clinical Developmental Psychology This course examines research and theory at the intersection of clinical and developmental psychology. Topics will include emotion and family relationships, stress and psychological or physical well-being, and family research methods. Class will involve discussion of relevant theory and research as well as the design and execution of research projects. Open only to juniors and seniors majoring in psychology. (Schulz)

395. Psychopharmacology A study of the role of drugs in understanding basic brain-behavior relations. Topics include: the pharmacological basis of motivation and emotion; pharmacological models of psychopathology; the use of drugs in the treatment of psychiatric disorders such as anxiety, depression and psychosis; and the psychology and pharmacology of drug addiction. Prerequisite: Psychology 218. (Thomas)

396. Topics in Neural and Behavioral Science (Thomas; cross listed as Biology 396)

397. Laboratory Methods in the Brain and Behavioral Sciences An introduction to the elements of electronics necessary for understanding both neuronal functioning and the instruments that measure neuronal functioning. Subsequent lectures and laboratories cover principles of electrical stimulation of the brain, chemical stimulation, lesioning, histology, and recording of single cell activity and the activity of populations of cells. The emphasis is on correlating neural and behavioral events. Prerequisite: Psychology 218, which may be taken concurrently. (Thomas) *Not offered in 2000-01.*

398. Cognitive Issues in Personality and Social Psychology An examination of recent research in relation to issues of social perception (e.g. stereotypes and judgements of members of stereotyped groups), intergroup conflict (e.g. sources of group cohesion and "groupthink"), and identification (e.g. emotional involvement with film characters, possessions and ethnic/national groups). Prerequisite: Psychology 208. (McCauley)

401. Supervised Research in Neural and Behavioral Sciences (staff; cross listed as Biology 401)

403. Supervised Research in Psychology Laboratory or field research on a wide variety of topics. Students should consult with faculty members to determine their topic and faculty supervisor. (staff)

Bryn Mawr College

Several Haverford courses can be substituted for the equivalent Bryn Mawr courses for purposes of the Bryn Mawr psychology major, as indicated below:

- 108d. Biological Foundations of Behavior (Psychology 101/102)**
- 108e. Foundations of Cognition (Psychology 101/102)**
- 109h. Foundations of Personality (Psychology 101/102)**
- 109. Foundations of Social Behavior (Psychology 101/102)**
- 113b. Psychological Statistics (Psychology 205)**
- 200b. Memory and Cognition (Psychology 212)**
- 214a. Psychology of Adolescence (300 level)**
- 217b. Biological Psychology (Psychology 218)**
- 220a. Individuals in Groups and Society (Psychology 208)**
- 221a. The Primate Origins of Society (200 level)**
- 238b. Psychology of Language (200 level)**
- 250a. Biopsychology of Emotion and Personality (200 level)**
- 309a. Abnormal Psychology (Psychology 209)**
- 320b. Evolutionary Human Psychology (300 level)**

Students should consult with the psychology chair at Bryn Mawr to determine which of the following Haverford courses can count toward the Bryn Mawr psychology major:

- 212d. Experimental Psychology**
- 212g. Personality Assessment**
- 212g. Social Cognition**
- 212h. Research Methods in Biological Psychology**
- 390a,b. Senior Thesis**
- 391a,b. Senior Research Tutorial in Cognition**
- 392a,b. Senior Research Tutorial in Personality**
- 393a,b. Senior Research Tutorial in Social Psychology**
- 394a,b. Senior Research Tutorial in Biological Psychology**

RELIGION

At Haverford College

Professors:

John David Dawson, Ph.D.

Michael A. Sells, Ph.D.

Associate Professor:

Anne M. McGuire, Ph.D., *Chair*

Assistant Professors:

Tracey Hucks, Ph.D. (on leave, 2000-01)

Kenneth Koltun-Fromm, Ph.D. (on leave, 2000-01)

Naomi Koltun-Fromm, Ph.D. (on leave, 2000-01)

The religions of the world are as diverse, complex and fascinating as the individuals, communities and cultures of which they are comprised. Religions propose interpretations of reality and shape very particular forms of life. In so doing, they make use of many aspects of human culture, including art, architecture, music, literature, science and philosophy — as well as countless forms of popular culture and daily behavior. Consequently, the fullest and most rewarding study of religions is interdisciplinary in character, drawing upon approaches and methods from disciplines such as anthropology, comparative literature and literary theory, gender theory, history, philosophy, psychology, political science and sociology.

The department's overall goal is to enable students to become critically-informed, independent and creative interpreters of some of the religious movements that have decisively shaped human experience. In their coursework, students develop skills in the critical analysis of the texts, images, beliefs and performances of religions. Like other liberal arts majors, the religion major is meant to prepare students for a broad array of vocational possibilities. Religion majors typically find careers in business, education, law, medicine, ministry and public service (including both religious and secular organizations). Religion majors have also pursued advanced graduate degrees in anthropology, biology, history, Near Eastern studies, political science and religious studies.

Ten courses are required for the major in religion. Three courses (101, 398, 399) are required of all majors. The exact structure of the student's program must be determined in consultation with the major adviser, whom the student chooses from among the regular members of the department. All majors should seek with their advisers to construct a program that achieves breadth in the study of various religious traditions, as well as more advanced study of particular religious traditions and topics in the study of religion.

The major program must satisfy the following requirements:

1. Religion 101. A required one-semester introduction to the study of religion that must be taken before the second semester of the junior year.
2. Junior and Senior Seminar. Religion 398a, Junior Seminar in the Study of Religion, and Religion 399b, Senior Seminar and Thesis.
3. At least seven additional half-year courses drawn from among the department's other offerings:

- a. At least one of these must be a 300-level seminar (in addition to Religion 398-399).
 - b. No more than two 100-level courses in addition to Religion 101 may be included in these additional seven courses for the major.
 - c. Where appropriate and relevant to the major's program, two upper-level, non-department courses in related areas, including the study of foreign languages, may be counted among the seven additional courses for the major with the approval of the department.
4. At least six courses must be taken in the Haverford Religion department. Students planning to study abroad should construct their programs in advance with the department.
 5. In some rare cases, students may petition the department for exceptions to the major requirements. Such petitions must be presented to the department in advance.
 6. Final evaluation of the major program will consist of written work, including a thesis, and an oral examination completed in the context of the Senior Seminar, Religion 399b.

Honors and High Honors in religion are awarded on the basis of the quality of work in the major and in the Senior Seminar and Thesis (399b). For further information, see the departmental Web page (<http://www.haverford.edu/relg/index.html>).

101a, b. Introduction to the Study of Religion An introduction to the study of religion from three perspectives: overviews of several religions with classroom discussion of primary sources; crosscultural features common to many religions; theories of religion and approaches to its study and interpretation. (staff, Division III)

110b. Sacred Texts and Religious Traditions: Hinduism and Islam

An introduction to Hinduism and Islam through close reading of selected texts in their historical, literary, philosophical and religious contexts.

(Sells, Division III) *Not offered in 2000-01.*

120a. Introduction to Jewish Thought An introduction to selected thinkers in Jewish history who are both critical and constructive in their interpretations of Jewish texts and traditions. The course examines how readings of the Hebrew Bible generate normative claims about belief, commandment, tradition and identity. Readings may include the Hebrew Bible, Rashi, Maimonides, Spinoza, Heschel and Plaskow.

(K. Koltun-Fromm) *Not offered in 2000-01.*

121a. Varieties of Judaism in the Ancient World From Abraham to Rabbi Judah the Prince, Judaism has been transformed from a local ethnic religious cult to a broad-based, diverse religion. Many outside cultures and civilizations, from the ancient Persians to the Imperial Romans, influenced the Jews and Judaism through language, culture and political contacts. Absorbing and adapting these various and often opposing influences, the Israelite, and then Jewish, community re-invented itself, often fragmenting into several versions at once. After the destruction of the temple, in 70 C.E., one group, the rabbis, gradually came to dominate Jewish life. Why? This course studies the changes and developments that brought about these radical transformations. (N. Koltun-Fromm) *Not offered in 2000-01.*

Religion

122b. Introduction to the New Testament An introduction to the New Testament and early Christian literature. Special attention will be given to the Jewish origins of the Jesus movement, the development of traditions about Jesus in the earliest Christian communities, and the social contexts and functions of various texts. Readings will include non-canonical writings in addition to the writings of the New Testament canon.

(McGuire, Division III) *Not offered in 2000-01.*

123b. Introduction to the Classic Texts of Asian Religions Classical texts of the Hindu, Buddhist, and Taoist traditions, with special attention to the Upanishads, the Bhagavad Gita, the Dhammapada, the Vimalakirti Sutra, Lao Tzu, Chuang Tzu and the Platform Sutra. Focus is on close reading of the primary texts, detailed literary analysis and various modes of interpretation. (Sells, Division III) *Not offered in 2000-01.*

124a. Introduction to Christian Thought An examination of some central concepts of the Christian faith considered in relation to one another and with attention to their classic formulations, major historical transformations, and recent reformulations under the pressures of modernity and postmodernity. (Dawson, Division III) *Not offered in 2000-01.*

125a. Introduction to the History of Religion in America An examination of the history of religion in America as it spans several centuries. Each week lectures, readings and discussions will explore the phenomenon of religion within American society. The goal is to introduce students to American religious diversity as well as its impact in the shaping of larger historical and social relationships within the United States. This study of American religion is not meant to be exhaustive and will cover select traditions each semester.

(Hucks, Division III) *Not offered in 2000-01.*

203b. The Hebrew Bible and Its Interpretations This course will critically study select Hebrew Biblical passages (in translation) as well as Jewish and Christian biblical commentaries in order to understand better how Hebrew Biblical texts have been read, interpreted and explained by ancient and modern readers alike. Students will also learn to read the texts critically and begin to form their own understandings of them.

(N. Koltun-Fromm, Division III) *Not offered in 2000-01.*

204b. Women and Judaism Women's roles in Judaism and Jewish life have been defined by the religious precepts and civil laws described in the Bible and interpreted by the rabbis in a patriarchal age. These interpretations have led to an institutionalized hierarchy within the religion, which has limited women's access to religious ritual and education. Nevertheless, throughout the ages, women have carved out areas for themselves within the Jewish religious, social and political systems as well as fulfilled the roles prescribed to them. In the modern era, however, many women have challenged the institutions that define these roles. This course studies the development of these institutions and the women of Jewish history who have participated in and shaped Jewish religious, social and cultural life.

(N. Koltun-Fromm, Division III) *Not offered in 2000-01.*

206b. History and Literature of Early Christianity The history, literature and theology of Christianity from the end of the New Testament period to the time of Constantine. (McGuire, Division III) *Not offered in 2000-01.*

209a. Anti-Semitism and the Christian Tradition An examination of social, religious and cultural features of Christian anti-Judaism and anti-Semitism. Topics include the representation of Judaism, the Jewish people, and the Jewish scriptures in the New Testament and later Christian literature, as well as theoretical models for the analysis of Christian anti-Semitism. (McGuire, Division III) *Not offered in 2000-01.*

215a. The Letters of Paul Close reading of the 13 letters attributed to the apostle Paul and critical examination of the place of Paul in the development of early Christianity. (McGuire, Division III)

216b. Images of Jesus Critical examination of the varied representations of Jesus from the beginnings of Christianity through contemporary culture. The course focuses primarily on literary sources (canonical and non-canonical gospels; prayers; stories; poems; novels), but artistic, theological, academic and cinematic images of Jesus are also considered. (McGuire, Division III) *Not offered in 2000-01.*

221a. Women and Gender in Early Christianity An examination of the representations of women and gender in early Christian texts and their significance for contemporary Christianity. Topics include interpretations of Genesis 1-3, images of women and sexuality in early Christian literature, and the roles of women in various Christian communities. (McGuire, Division III) *Not offered in 2000-01.*

222a. Gnosticism The phenomenon of Gnosticism examined through close reading of primary sources, including the recently discovered texts of Nag Hammadi. Topics include: the relation of Gnosticism to Greek, Jewish and Christian thought; the variety of Gnostic schools and sects; gender imagery, mythology and other issues in the interpretation of Gnostic texts. (McGuire, Division III)

231b. Religious Themes in African-American Literature An exploration of African-American literary texts as a basis for religious inquiry. African-American novelists and literary scholars are examined, using their works as a way of understanding black religious traditions and engaging important themes in the study of religion. Authors may include Zora Neale Hurston, James Baldwin, Ishmael Reed, Maryse Conde and others. (Hucks, Division III) *Not offered in 2000-01.*

240b. History and Principles of Quakerism The Quaker movement in relation to other intellectual and religious movements of its time, and in relation to problems of social reform. The development of dominant Quaker concepts is traced to the present day and critically examined. The course is designed for non-Friends as well as for Friends. The course is open to first year students with permission of instructor. (Lapsansky, Division III)

242. African-American Religions in North America An investigation of various traditions of the black religious experience from slavery to the present. Religious traditions examined within the course may include slave religion, black Christianity, Gullah religion, Santeria, and Islam. The relationship of these religious traditions to American social history as well as how they adapted over space and time are also explored. (Hucks, Division III) *Not offered in 2000-01.*

Religion

251a. Comparative Mystical Literature Readings in medieval Jewish, Christian, and Islamic mystical thought, with a focus on the Zohar, Meister Eckhart, the Beguine mystics Hadewijch of Antwerp and Marguerite Porete, and the Sufi Master Ibn'Arabi. The texts are a basis for discussions of comparative mysticism and of the relationship of mysticism to modern critical theories. (Sells, Division III; cross listed as Comparative Literature 251a) *Not offered in 2000-01.*

255a. Anthropology of Religion (Purpura, Division III; cross listed as Anthropology 225a)

262a. Islamic Literature and Civilization Islam refracted through its diverse cultural expressions (poetic, Sufi, Shar'ia, novelistic, architectural) and through its geographic and ethnic diversity (from Morocco to Indonesia, focusing on Arab and Persian cultures). (Sells, Division III; cross listed as Comparative Literature 262a) *Not offered in 2000-01.*

263a. The Middle East Love Lyric The love lyric of the Middle East within the Arabic, Hebrew, Persian, and Turkish traditions. Special attention is also paid to the "remembrance of the beloved" as a cross-cultural symbol from medieval Andalusia to India. Poems are read in modern English translations.

(Sells, Division III; cross listed as Comparative Literature 263a)

264b. Islam and the West: Religious and Cultural Dimensions of Conflict The use of specific sacred texts to justify violence and exclusion, or to call for interreligious tolerance, and in some cases affirmation. The first crusade, the expulsions from Spain of 1492 and 1609, and contemporary conflicts in the Middle East and Bosnia provide historical occasions for investigation. Prerequisite: History III, a previous course in religion, or permission of instructor. This course fulfills Haverford's Social Justice requirement.

(Sells, Division III)

269b. Culture and Religion in Modern Fiction The encounter of traditional religious and cultural values with the modern West as reflected in novels, short stories, and folk tales. (Sells, Division III) *Not offered in 2000-01.*

277b. Modern Christian Thought The impact of modernity on traditional Christian thought in the West. Readings may include Hume, Kant, Schleiermacher, Hegel, Feuerbach, Nietzsche, Kierkegaard, Barth, Rahner. (Dawson, Division III) *Not offered in 2000-01.*

279a. Tradition, Identity, Textuality A critical analysis of three interrelating themes that inform contemporary studies of religious thought. Notions of tradition, identity, and the "text" have all been challenged by contemporary subversions of historical continuity, narrative structure, and textual meaning. We will enter the debate by examining readings that undermine these paradigms, as well as readings that seek to reconceive tradition, identity, and textuality in the face of postmodern attacks.

(Dawson, K. Koltun-Fromm, Division III) *Not offered in 2000-01.*

280b. Ethics and the Good Life This course examines how ethical theories, both secular and religious, inform notions of the good life. We begin by tracing the impact of classical conceptions of justice and the good life through close readings from Plato, Aristotle

and the tragedians, together with medieval and modern accounts that draw heavily from these sources. We conclude by investigating how some contemporary Christian and Jewish ethical thinkers rely on, revise or subvert the perspectives of classical ethics. (Dawson, K. Koltun-Fromm, Division III) *Not offered in 2000-01.*

281a. Modern Jewish Thought Jewish responses to modern philosophy and science that challenge traditional Jewish religious expression and thought. The course examines how Jewish thinkers engage modern debates on historical inquiry, biblical criticism, existentialism, ethics and feminism. Our goal will be to assess those debates and determine how these thinkers construct and defend modern Jewish identity in the face of competing options. Readings may include Spinoza, Mendelssohn, Cohen, Rosenzweig, Heschel, Buber and Adler. (K. Koltun-Fromm, Division III) *Not offered in 2000-01.*

286b. Religion and American Public Life The place and role of religion in American public life as reflected and constructed in U.S. Supreme Court rulings on the religion clauses of the First Amendment, ethical and philosophical writings on religion and the liberal tradition of public reason, historical studies of religious and political influences on the formulation of the U.S. Constitution and its subsequent interpretations, and contemporary debates about the public character of theology. (Dawson, Division III) *Not offered in 2000-01.*

330b. Seminar in the Religious History of African-American Women An examination of the religious history of African-American women in the United States. Using primary and secondary texts from the 19th to the 20th centuries, this course will explore the various religious traditions, denominations, sects and religious movements in which African-American women have historically participated. The ways in which specific social conditions such as slavery, migration, racial segregation and class and gender discrimination have historically influenced the religious lives of African-American women are also analyzed. (Hucks, Division III) *Not offered in 2000-01.*

343a, b. Seminar in Religions of Antiquity and Biblical Literature Advanced study of a specific topic in the field. The course may be repeated for credit with change of content. Prerequisite: permission of instructor. (McGuire, Division III)

348a, b. Seminar in Ancient Judaism Advanced study of the development of Judaism from the biblical period to the talmudic period. What constitutes Israelite religion? By what processes does it become rabbinic Judaism? What were its various manifestations along the way? Readings are drawn from the Bible, the Apocrypha, the Dead Sea Scrolls, Hellenistic Jewish literature and rabbinic literature. (N. Koltun-Fromm, Division III) *Not offered in 2000-01.*

349b. Seminar in Modern Jewish Thought Advanced study of a specific topic in the field. May be repeated for credit with change of content. Prerequisite: permission of instructor. (K. Koltun-Fromm, Division III) *Not offered in 2000-01.*

353a, b. Seminar in Islamic Philosophy and Theology Selected topics and figures in Islamic philosophy, scholastic theology (kalam) or mystical philosophy. The relation of

Romance Languages

Islamic philosophy to Greek, Jewish and Indian thought is also discussed. Prerequisite: permission of instructor. (Sells, Division III)

355a, b. Seminar in Comparative Religion Advanced study of a specific topic in the field. May be repeated for credit with change of content. Prerequisite: permission of instructor. (Sells, Division III) *Not offered in 2000-01.*

360a, b. Seminar in Christian Thought Advanced study of a specific topic in the field. May be repeated for credit with change of content. Prerequisite: permission of instructor. (Dawson, Division III) *Not offered in 2000-01.*

398a. Junior Seminar in the Study of Religion Advanced study of approaches, methods and theories in the study of religion. Readings include a representative sample of recent scholarly writing on various religious traditions. (staff, Division III)

399b. Senior Seminar and Thesis Research and writing of the senior thesis in connection with regular meetings with a thesis advisor from the department. Prerequisites: at least six courses in religion, including 101 and 398. (staff)

480a, b. Independent Study Conducted through individual tutorial as an independent reading and research project. (staff)

ROMANCE LANGUAGES

Coordinators:

Grace M. Armstrong, Ph.D., *Eunice Morgan Schenck 1907 Professor of French*

Nancy Dersofi, Ph.D., *Professor of Italian and Comparative Literature*

María Cristina Quintero, Ph.D., *Associate Professor of Spanish*

The Departments of French, Italian and Spanish cooperate in offering a major in Romance languages that requires advanced work in at least two Romance languages and literatures. Additional work in a third language and literature is suggested.

The requirements for the major are a minimum of nine courses, including the Senior Conference or Senior Essay, described below, in the first language and literature (if Italian is chosen as the first language, only eight courses are required) and six courses in the second language and literature, including the Senior Conference in French. Students should consult with their advisers no later than their sophomore year in order to select courses in the various departments which complement each other.

The following sequence of courses is recommended when the various languages are chosen for primary and secondary concentration, respectively (see the departmental listings for course descriptions):

**First Language and
Literature**

French

French 101, 102 or 101, 105
Four courses chosen among:
French 201, 202, 203, 204, 205,
206, 207, 216, 248 or 251
French 212 or 260
Two other courses at the 300 level

Italian

Italian 101, 102
Italian 201 or 205
Italian 207 or 301
Italian 303 or 304
Two other literature courses
at the 200 or 300 level

Spanish

Spanish 110 or 120
Spanish 204 or 206
Four courses at the 200 level
Two courses at the 300 level

**Second Language and
Literature**

French 101, 102 or 101, 105
French 201, 202, 203, 204, 205,
206, 207, 216, 248 or 251
French 212 or 260
One other course at the 300 level

Italian 101, 102
Italian 201 or 205
Italian 207 or 301
One other literature course at
the 200 or 300 level

Spanish 110 or 120
Spanish 204 or 206
Two courses at the 200 level
Two courses at the 300 level

In addition to the course work described above, when the first language and literature is Spanish, majors in Romance languages must enroll in Spanish 399 (Senior Essay). When French is chosen as either the first or second language, students must take one semester of the Senior Conference in French in addition to the course work described above. When Italian is chosen, students must either select an additional literature course in Italian at the 200 or 300 level or take Italian 399, offered in consultation with the department. An oral examination (following the current model in the various departments) may be given in either of the two languages, according to the student's preference, and students follow the practice of their principal language as to written examination or thesis.

Interdepartmental courses at the 200 or 300 level are offered from time to time by the cooperating departments. These courses are conducted in English on such comparative Romance topics as epic, romanticism or literary vanguard movements of the 20th century. Students should be able to read texts in two of the languages in the original.

RUSSIAN

Professors:

Dan E. Davidson, Ph.D.

George S. Pahomov, Ph.D.

Visiting Professor:

Richard Brecht, Ph.D.

Associate Professor of Russian and Comparative Literature:

Elizabeth C. Allen, Ph.D., *Chair*

Lecturers:

Marc Boots-Ebenfield, Ph.D.

Eric Diehm, Ph.D., *Major Adviser*

Aneta Pavlenko, Ph.D.

Instructor:

Ewa M. Golonka, M.A.

At Haverford College

Linda G. Gerstein, Ph.D., *Professor of History*

Vladimir Kontorovich, Ph.D., *Associate Professor of Economics*

The Russian major is a multidisciplinary program designed to provide the student with a broadly based understanding of Russian literature, thought and culture. The major places a strong emphasis on the development of functional proficiency in the Russian language. Language study is combined with a specific area of concentration, to be selected from the fields of Russian literature, history, economics, language/linguistics or area studies. A total of 10 courses are required to complete the major: two in Russian language at the 200 level or above; four in the area of concentration, two at the 200 level and two at the 300 level or above (for the concentration in area studies, the four courses must be in four different fields); three in Russian fields outside the area of concentration; and either Russian 398, Senior Essay, or Russian 399, Senior Conference.

Majors are encouraged to pursue advanced language study in Russia on summer, semester or year-long academic programs. Majors may also take advantage of intensive immersion language courses offered during the summer by the Bryn Mawr Russian Language Institute. Students are encouraged to live in Russian House and to participate in weekly Russian tables, a brown-bag lecture series and Russian Club.

The senior conference is an interdisciplinary seminar offered in the spring semester. Recent topics have included Pushkin and his times, the decade of the 1920s, and the city of St. Petersburg. In addition, all Russian majors take senior comprehensive examinations that cover the area of concentration and Russian language competence. The exams are administered in late April.

All Russian majors are considered for departmental honors at the end of their senior year. The awarding of honors is based on a student's overall academic record and all work done in the major.

Students wishing to minor in Russian must complete six units at the 100 level or above, two of which must be in Russian language.

001-002. Intensive Elementary Russian Study of basic grammar and syntax. Fundamental skills in speaking, reading, writing and oral comprehension are developed. Nine hours a week including conversation sections and language laboratory work. Both semesters are required for credit; three units of credit are awarded upon completion of Russian 002. (Davidson, Diehm, staff)

101, 102. Intermediate Russian Continuing development of fundamental skills with emphasis on vocabulary expansion in speaking and writing. Readings in Russian classics and contemporary works. Seven hours a week. (Diehm, staff)

201, 202. Advanced Training in Russian Language Intensive practice in speaking and writing skills using a variety of modern texts and contemporary films and television. Emphasis on self-expression and a deeper understanding of grammar and syntax. Five hours a week. (Diehm)

210. Nineteenth-Century Russian Literature in Translation I A survey of major works from the first half of the 19th century. Covers narrative poetry, drama, short stories and novels by such authors as Pushkin, Lermontov, Gogol, Dostoevsky, Turgenev and Tolstoy. All readings, lectures and discussions in English. (Allen, Division III)

211. Nineteenth-Century Russian Literature in Translation II A survey of major novels and short stories from the second half of the 19th century, including *Crime and Punishment* and *Anna Karenina*. Works by Turgenev, Chekhov and Bunin also discussed. All readings, lectures and discussions in English.
(Pahomov, Division III) *Not offered in 2000-01.*

212. The Silver Age of Russian Literature in Translation Survey of novels, short stories, plays and poetry associated with the "Silver Age" of Russian literature. Contemporaneous works of dance, music and painting are also examined. Readings include: Bely's *Petersburg*, Chekhov's *The Cherry Orchard* and *Three Sisters*, Gorky's *Mother*, Solgub's *The Petty Demon*, Blok's *The Twelve*, Mayakovsky's "A Cloud in Trousers," and stories by Chekhov, Andreyev and Bunin. All readings, lectures and discussion in English. (Allen, Division III) *Not offered in 2000-01.*

213. Russian Literature from Revolution to Glasnost in Translation Survey of the major trends in Russian literature after the 1917 revolution: revolutionary literature, utopian and ornamental prose, proletarian writings, socialist realism, satire "for the desk drawer," émigré works, records of the purges, World War II, post-Stalinist Thaw and prison camps, and glasnost stories. Readings include Pilnyak's *Naked Year*, Zamyatin's *We*, Olesha's *Envy*, Sholokhov's *Quiet Flows the Don*, Gladkov's *Cement*, Bulgakov's *Master and Margarita*, Akhmatova's "Requiem," Panova's *The Train*, Ginzburg's *Into the Whirlwind*, Pasternak's *Dr. Zhivago*, Solzhenitsyn's *Ivan Denisovich* and stories by

Russian

Nabokov and Tolstaya. All readings, lectures, and discussion in English. (staff, Division III)
Not offered in 2000-01.

230. Introduction to Russian Linguistics Examines the structure of modern Russian, concentrating on the sound system and word formation. In-depth study of vowel reduction, consonant assimilation and vowel/zero alternation, as well as the historical and contemporary mechanisms of noun, verb and adjective formation. Agreement, gender and related issues are also discussed. No previous knowledge of linguistics required. Prerequisite: two years of Russian. (Golonka, Division I)

235. The Social Dynamics of Russian An examination of the social factors that influence the language of Russian conversational speech, including contemporary Russian media (films, television and the Internet). Basic social strategies which structure a conversation are studied, as well as the implications of gender and education on the form and style of discourse. Prerequisites: Russian 201, 202, may be taken concurrently. (Golonka, Division I) *Not offered in 2000-01.*

254. Russian Culture and Civilization in Translation A history of Russian culture — its ideas, its value and belief systems — from the origins to the present, which integrates the examination of works of literature, art and music. (Pahomov, Division I or III) *Not offered in 2000-01.*

260. Russian Women Authors in Translation A study of works in various genres, tracing women's contributions throughout the history of Russian literature. An examination of thematic and formal characteristics of works by Catherine the Great, Durova, Kovalevskaja, Akhmatova, Tsvetaeva, Panova, Baranskaia, Tolstaia, and others. All readings and lectures in English. (staff, Division III)

261. The Russian Anti-Novel A study of 19th- and 20th-century Russian novels focusing on their strategies of opposing or circumventing European literary conventions. Works by Pushkin, Dostoevsky, Tolstoy, Bulgakov and Nabokov are compared to Jane Austen's *Pride and Prejudice* and other exemplars of the Western novelistic tradition. All readings, lectures and discussions in English. (Allen, Division III) *Not offered in 2000-01.*

301, 302. Fourth-Year Russian Intensive practice in speaking, reading, writing and oral comprehension. Advanced language training through the study of literary and other texts. (Pahomov)

313, 314. Fifth-Year Russian Focuses on stylistic variations in oral and written Russian. Examples drawn from contemporary film, television, journalism, fiction and nonfiction. Emphasis on expansion and refinement of speaking and writing skills. (staff)

380. Seminar in Russian Literature An examination of a focused topic in Russian literature such as a particular author, genre, theme or decade. Introduces students to close reading and detailed critical analysis of Russian literature in the original language. Readings in Russian. Some discussions and lectures in Russian. Topic for 2000-01: Literary Culture of the 1920s. Prerequisites: Russian 201 and one 200-level Russian literature course. (Pahomov, Division III)

398. Senior Essay Independent research project designed and conducted under the supervision of a departmental faculty member. May be undertaken in either fall or spring semester of senior year. (staff)

399. Senior Conference Exploration of an interdisciplinary topic in Russian culture. Topic varies from year to year. Requirements may include short papers, oral presentations and examinations. (staff)

403. Supervised Work (staff)

The following Bryn Mawr courses are also of interest to Russian majors:

Economics 206. International Economics

Economics 216. International Finance and Economic Policy

Economics 306. Advanced International Economic Policy

Haverford College offers the following courses of interest to Russian majors:

Economics 211a. The Soviet System and its Demise

History 245b. Russia in the 20th Century

History 356a. Topics in Modern European History: Literature and Society in Modern Russia

Swarthmore College offers the following courses in Russian or of interest to Russian majors:

Russian 11. The Russian Novel

Russian 13. Introduction to Russian Culture

Russian 70R. Translation Workshop

Russian 114. Seminar: Folklore in Russian Literature

SOCIOLOGY

Professors:

Judith R. Porter, Ph.D.

Robert E. Washington, Ph.D. (on leave, semester II 2001-01)

Associate Professors:

David Karen, Ph.D. (on leave, semester I 2000-01)

Mary J. Osirim, Ph.D., *Chair*

Anna Howard Shaw Visiting Professor:

Carole Joffe, Ph.D. (semester I)

The major in sociology provides a general understanding of the structure and functioning of modern society, its major institutions, groups and values, and the interrelations of these with personality and culture. Students examine contemporary social issues and social problems and the sources of stability, conflict and change in both modern and developing societies. The department offers training in theoretical and qualitative analysis; research design and statistical analysis; and computer-based data processing. It also maintains the Social Science Data Library and Statistical Laboratory.

Requirements for the major are Sociology 102, 103, 265, 302, Senior Seminar (398, 399), four additional courses in sociology, at least one of which must be at the 300 level, and two courses in sociology or an allied subject. Allied courses are chosen from a list provided by the department.

A major in sociology with a concentration in the field of African-American studies or in the field of gender and society is also available. Students electing these fields must fulfill the major requirements (102, 103, 265, 302, and 398, 399); the core course in the special field (211: African-American Culture and Community, or 201: The Study of Gender in Society); two 200-level courses in the department, and two additional courses in sociology or an allied field, each offering opportunity for study in the special field; and one additional 300-level course in sociology. The department specifies the allied courses that may be elected in each field. Students should inquire about the possibility of coordinated work with Haverford and Swarthmore Colleges and the University of Pennsylvania.

Honors in sociology are available to those students who have an average in the major of 3.5 or above and who produce a paper in a departmental course during senior year that is judged outstanding by the department. Independent research is possible during the senior year for students with a grade point average in the major of 3.0 or higher.

Requirements for the minor are Sociology 102, 265, 302 and three additional courses within the department. Minors in the concentrations of African-American studies and gender and society are not available.

102. Society, Culture and the Individual Analysis of the basic sociological methods, perspectives and concepts used in the study of society, with emphasis on culture, social structure, personality, their component parts, and their interrelationship in both traditional and industrial societies. The sources of social tension, order and change are addressed through study of socialization and personality development, mental illness, delinquency and modernization. (Porter, Division I)

103. U.S. Social Structure Analysis of the structure and dynamics of modern U.S. society. Theoretical and empirical study of statuses and roles, contemporary class relations, the distribution of political power, and racial, ethnic and gender relations in the United States; and stratification in education systems, complex organizations, the labor market and the modern family. (Osirim, Division I)

201. The Study of Gender in Society The definition of male and female social roles and sociological approaches to the study of gender in America, with attention to gender in the economy and work place, the historical origins of the American family, and analysis of class and ethnic differences in gender roles. Of particular interest in this course is the comparative exploration of the experiences of women of color in the United States. (Osirim, Division I) *Not offered in 2000-01.*

205. Social Inequality Introduction to the major sociological theories of gender, racial-ethnic and class inequality, with emphasis on the relationships among these forms of stratification in the contemporary United States, including the role of the upper class(es), and inequality between and within families, in the work place and in the educational system. Global stratification is examined as well. (Karen, Division I; cross listed as Growth and Structure of Cities 205) *Not offered in 2000-01.*

207. The Nature of Prejudice: Intergroup Relations Cultural, structural and personality sources of racial and ethnic prejudice; basic theories of prejudice, attitude change and the response of minority communities illustrated by analysis of racism and anti-Semitism in cross-cultural perspective. Topics include comparisons of black-white relations in the United States and South Africa; anti-Semitism in the United States and the Soviet Union; the effect of law in racial-ethnic attitudes; sources of change in intergroup relations; and the effect of prejudice on personality, family and educational processes. (Porter, Division I) *Not offered in 2000-01.*

211. African-American Culture and Community An examination of the social development and functioning of the African-American community as the embodiment of a unique pattern of experiences in American society. Topics include African heritage, slavery, reconstruction, urbanization, changing family and community organization, the struggle for civil rights and cultural developments. (Washington, Kilbride, Division I; cross listed as Anthropology 211 and Growth and Structure of Cities 211) *Not offered in 2000-01.*

212. Sociology of Poverty Analysis of the causes and effects of poverty in the United States. Topics include trends in poverty and the relationship between poverty, the economy, the political system, the family and educational institutions. The culture of poverty approach and government programs for the poor, including current programs, are analyzed. (Porter, Division I)

214. Aging and Generational Conflict A consideration of the latter stages of the human life cycle, the condition of old age, and current policies and programs for older adults. Major areas of analysis: the significance of the age factor in the demographic transformation of American society; the role and status of the elderly as a population group; the social perception of the aging process; the major problems and issues specifically

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affecting the aged; the major social, psychological, economic, political and physical aspects of the aging process; and the legislative, regulatory, and service context pertaining to the field of aging. All are considered in the context of conflict over scarce resources across generations. (Kaye) *Not offered in 2000-01.*

215. Challenges and Dilemmas of Diversity: Racial and Ethnic Relations in American Society This course will explore the sociological theories of racial/ethnic prejudice, discrimination and conflict; the historical development of racial/ethnic groups in the United States; and current patterns and problems of racial/ethnic relations and the social policies being proposed to resolve those problems.

(Washington, Division I) *Not offered in 2000-01.*

217. The Family in Social Context A consideration of the family as a social institution in the United States, looking at how societal and cultural characteristics and dynamics influence families; how the family reinforces or changes the society in which it is located; and how the family operates as a social organization. Included is an analysis of family roles and social interaction within the family. Major problems related to contemporary families are addressed, such as domestic violence and divorce. Crosscultural and subcultural variations in the family are considered. (Osirim, Division I)

219. Field Work Methods This course will introduce students to the sociological tradition of "field work." We will discuss the origins of this method (in the "Chicago School" of sociology), its present status in the discipline of sociology, and recent critiques of this method ("critical ethnography") that have come from anthropologists as well as sociologists. We will also address the special affinity field work has had for many attempting to practice "feminist methods" of social research. We will devote particular attention to the special ethical challenges that field work poses, with respect to the rights of human subjects. Students will design and carry out their own field work projects. (Joffe, Division I)

225. Women in Society: The Southern Hemisphere A study of the contemporary experiences of women of color in the developing world. The household, work place, community and the nation-state, and the positions of women in the private and public spheres are compared crossculturally. Topics include feminism, identity politics and self-esteem; and tensions and transitions encountered as nations embark upon development. (Osirim, Division I)

228. East African Social, Political, and Cultural Development (Kilbride, Washington, Division I; cross listed as Anthropology 228) *Not offered in 2000-01.*

232. Economics and Sociology of Urban Black America A focus on the major social developments of the urban black community from World War One to the 1960s. The historical and sociological foundation needed to understand the problems of unemployment, poverty, instability and crime that plague a significant sector of the urban black community is provided by tracing the patterns of change in urban black American family organization, occupational structure, social class formations and political forces.

(Washington, Dixon, Division I) *Not offered in 2000-01.*

234. The Rise and Fall of Colonialism in Afro- and Latin Caribbean Societies Contemporary Caribbean societies evolved from a complex interplay of economic, social, political and religious activities in European colonial powers. As a result of European imperialism in the Caribbean, there still exists a unique blend of African and European (predominantly French, English and Spanish) cultures in the Caribbean. The goal of this course is to explore critically the complex dynamics of the social, cultural, economic, political and religious activities of the Afro- and Latin Caribbean pre- and post-imperial domination. (staff, Division I) *Not offered in 2000-01.*

240. Political Sociology: Power, Participation and Policy An exploration of the ways politics mediates between the personal troubles of milieu and the public issues of social structure, grounded in an examination of some of the major theoretical approaches to understanding the nature of politics and the interplay between politics and society. Topics include the social bases and social consequences of different political institutions and regimes; the dynamics of political mobilization, participation, conflict and change; and consideration of some important contemporary issues of political controversy and public policy. (staff, Division I) *Not offered in 2000-01.*

250. Society and Language Language use and attitudes to language users are crucial elements in the analysis of conflict and inequality for every society, regardless of size. Topics include: gendered language, adolescent slang, language planning, discourse analysis, conversation, non-standard languages, bilingual education, legal writing and politically-correct vocabularies. (staff, Division I) *Not offered in 2000-01.*

258. Sociology of Education Major sociological theories of the relationships between education and society focusing on effects of education on inequality in the United States and the historical development of primary, secondary and post-secondary education in the United States. Other topics include education and social selection, testing and tracking, micro- and macro-explanations of differences in educational outcomes, and international comparisons. (Karen, Division I) *Not offered in 2000-01.*

265. Research Design and Statistical Analysis An introduction to the conduct of empirical, especially quantitative, social science inquiry. Students, in consultation with the instructor, may select research problems to which they apply the research procedures and statistical techniques introduced during the course. Using SPSS, a statistical computer package, students learn techniques such as crosstabular analysis, multiple regression-correlation analysis and factor analysis. (Karen, Division I or Quantitative Skills)

284. Modernity and Its Discontents An examination of the nature, historical emergence and current prospects of modern society in the West, seeking to build an integrated analysis of the processes by which this kind of society developed in the course of the 19th and 20th centuries and continues to transform itself. Central themes include the growth and transformations of capitalism; the significance of the democratic and industrial revolutions; the social impact of a market economy; the culture of individualism and its dilemmas; the transformations of intimacy and the family; and mass politics and mass society. Some previous familiarity with modern European and American history and/or with some social and political theory is highly recommended. (staff, Division I or III; cross listed as Political Science 284) *Not offered in 2000-01.*

302. Social Theory An examination of classical and modern theorists selected on the basis of their continuing influence on contemporary sociological thought. Theorists include Marx, Weber, Durkheim, Freud, Lukacs, Gramsci, Parsons. (Washington)

309. Sociology of Religion An analysis of the relationship between religion and society, emphasizing the connection between religious systems and secular culture, social structure, social change, secular values and personality systems in crosscultural perspective. The theories of Marx, Weber, Durkheim and Freud, among others, are applied to analysis of the effect of religion on economic modernization, political nationalism, and social change and stability, and the effect of social class, secular culture and personality patterns on religion. (Porter) *Not offered in 2000-01.*

310. Sociology of AIDS An analysis of major sociological issues related to AIDS, including the social construction of the disease, social epidemiology, the psychosocial experience of illness, public opinion and the media, and the health care system. The implications of political and scientific controversies concerning AIDS will be analyzed, as will the impact of AIDS on the populations most affected in both the United States and Third World countries. Must be taken concurrently with Sociology 315. (Porter)

311. Stability and Change in Modern Africa: A Comparative Study of Development in Nigeria and Zimbabwe This course seeks to engage students in theoretical analysis and decision making around contemporary problems of development in Nigeria and Zimbabwe. After an examination of the major theoretical perspectives in the sociology of development, students apply these theories and assume the role of policy-makers in case discussions focusing on: the debt crisis and the adoption of structural adjustment policies, education and employment creation in both the formal and informal sectors, and the role of women in development. In addition, through readings and case discussions, this course familiarizes students with the historical background and some of the macro-sociological issues experienced by these nations, such as British colonialism and the liberation struggle in Zimbabwe, and the military rule and the transition to democracy in Nigeria. These experiences are examined with attention given to gender, racial/ethnic and class cleavages in these societies. (Osirim) *Not offered in 2000-01.*

313. The Ordeal of Social and Political Transformation in African Societies This course will explore the difficulties being experienced in African societies by examining the legacy of colonialism as well as the problems of urbanization and crime, economic stagnation, ethnic conflicts, governance and corruption, health care and population growth, and international relations. Case studies of African or other developing societies that have made significant progress in solving these problems will be examined. (Washington) *Not offered in 2000-01.*

315. Sociology of AIDS Internship An internship open only to those who are concurrently enrolled in Sociology 310. (Porter, Division I)

320. Sports in Society Using a sociological, historical and comparative approach, this course examines such issues as: the role of the mass media in the transformation of sports; the roles played in sports by race, ethnicity, class and gender; sports as a means of social

mobility; sports and socialization; the political economy of sports; and sports and the educational system. (Washington, Karen) *Not offered in 2000-01.*

330. Comparative Economic Sociology: Societies of the North and South A comparative study of the production, distribution and consumption of resources in Western and developing societies from a sociological perspective, including analysis of pre-capitalist economic formations and of the modern world system. Topics include the international division of labor, entrepreneurship, and the role of the modern corporation. Evidence drawn from the United States, Britain, Nigeria, Brazil and Jamaica. (Osirim)

345. Public Problems, Public Policy: Focus on Gender This course will focus on how issues pertaining to gender are negotiated at the policy level. We will pay particular attention to the efforts of the contemporary feminist movement to achieve policy changes, and assess the achievements and failures to date of the movement in achieving its agenda. Some of the particular policy areas we will examine include reproductive rights and reproductive health, welfare, childcare and sexual harassment. (Joffe)

348. Power and Resistance: Conflicts and Debates in Sociology and History An examination of how the fields of sociology and history explore the core concepts of power and resistance. How each discipline defines and actually uses the notions of power and resistance is also examined. A variety of social movements, revolutions, fascist regimes and autocratic states are studied to show how each discipline conceptualizes its objects of study and carries out its intellectual project. Prerequisite: at least one course in sociology or history. (Karen, Caplan, Division I or III) *Not offered in 2000-01.*

349. Social and Political Theory: Freedom, Community and Power in Modernity This seminar examines some fundamental approaches to understanding modern society and politics (and the interplay between them) which continues to shape central debates and provide crucial theoretical resources in sociology, comparative politics, political economy, cultural inquiry, and social and political theory. This will involve careful, systematic and critical consideration of the work of such thinkers as Hobbes, Adam Smith, Rousseau, Edmund Burke, Tocqueville, Marx and Weber. Prerequisite: one course with theoretical content in the social sciences or philosophy, or permission of instructor. (staff, Division I or III; cross listed as Political Science 349 and Philosophy 349) *Not offered in 2000-01.*

354. Comparative Social Movements: Power, Protest, Mobilization A consideration of the conceptualizations of power and ("legitimate" and "illegitimate") participation, the political opportunity structure facing potential protesters, the mobilizing resources available to them and the cultural framing within which these processes occur. Specific attention is paid to recent movements that have occurred both within and across countries, especially the feminist, environmental, and peace movements. (Karen, Hager, Division I; cross listed as Political Science 354) *Not offered in 2000-01.*

355. Marginals and Outsiders: The Sociology of Deviance An examination of unconventional and criminal behavior from the standpoint of different theoretical perspectives on deviance (e.g., social disorganization, symbolic interaction, structural functionalism, Marxism) with particular emphasis on the labeling and social construction

Sociology

perspectives; and the role of conflicts and social movements in changing the normative boundaries of society. Topics will include homicide, robbery, drug addiction, alcoholism, mental illness, prostitution, homosexuality and white collar crime. (Washington)

385. Historical and Comparative Sociology: Play, Culture and the Self

An exploration of the nature and significance of play as a sociocultural phenomenon, beginning with the analysis of children's play and pursuing the play element in culture into its wider ramifications in ritual, art, religion, politics, gender and the dynamics of group identity and conflict. Theoretical perspectives and concrete investigations from sociology, psychology, anthropology and cultural history are examined. (staff) *Not offered in 2000-01.*

398. Senior Seminar: Sociology of Culture Seminar on theoretical issues in the sociology of culture; required of all senior sociology majors. Open to Bryn Mawr senior sociology majors only. (Washington)

399. Senior Seminar: The Sociological Imagination — Its Roots and Your

Future As a capstone to the major, this course explores the inner workings of sociology as a discipline, vocation and profession. Consideration is given to the range of substantive areas, theories and methodologies used within the discipline. We ask how sociology has come to be constituted the way it is, and examine issues of power and status within the academy. We end the course with a consideration of role exit, as students become alumnae/i. (Karen)

403. Independent Study Students have the opportunity to do individual research projects under the supervision of a faculty member. (staff)

Haverford College offers the following courses in sociology. Bryn Mawr majors should consult their department about major credit for courses taken at other institutions.

155a,b. Foundations in Social Theory

245a. East European Societies and Politics: Continuity and Change

265b. Peasants and Agrarian Transitions

297a. Economic Sociology

298b. Law and Society

450a,b. Senior Departmental Studies

SPANISH

Professor:

Enrique Sacerio-Garí, Ph.D., *Dorothy Nepper Marshall Professor of Hispanic and Hispanic-American Studies and Major Adviser*

Associate Professor:

María Cristina Quintero, Ph.D., *Chair (semester II)*

Senior Lecturer:

Raquel A. Green, Ph.D., (on leave, semester I 2000-01)

Lecturer:

Peter Brampton Koelle, J.D., Ph.D.

Visiting Professor:

Mercedes Julia, Ph.D.

Instructors:

Dina Breña, Ph.D.

Robert Merrell, B.A.

The major in Spanish offers a program of study in the language, literature and culture of Spain and Latin America. The program is designed to develop linguistic competence and critical skills, as well as a profound appreciation of the culture and civilization of the Hispanic world.

The language courses provide solid preparation and practice in spoken and written Spanish, including a thorough review of grammar and vocabulary, supplemented with cultural readings and activities. Spanish 110 and 120 prepare students for advanced work in literature and cultural studies, while improving competence in the language. The introductory literature courses treat a selection of the outstanding works of Spanish and Spanish-American literature in various periods and genres. Spanish 204 and 206 are devoted to advanced language training and afford practice in spoken and written Spanish. Spanish 240 considers the political, social and cultural history of the Hispanic and Hispanic-American peoples. Advanced literature courses deal intensively with individual authors or periods of special significance.

Students in all courses are encouraged to make use of the Language Learning Center and to supplement their course work with study in Spain or Spanish America either in the summer or during their junior year. Residence in the Haffner Language House for at least one year is recommended.

All students who have taken Spanish at other institutions and plan to enroll in Spanish courses at Bryn Mawr must take a placement examination. The exam is administered by the Spanish department during freshman orientation for the incoming class or on the day before classes begin for returning students.

Requirements for the Spanish major are Spanish 110 or 120, Spanish 206 (unless specifically exempted by the department), four 200-level courses, three 300-level literature courses and the Senior Essay. Students whose pre-college training includes advanced work

Spanish

in literature may, with the permission of the department, be exempted from taking Spanish 110 or 120. This major program prepares students appropriately for graduate study in Spanish.

Please note: the department offers some courses taught in English. No more than two courses taught in English may be applied toward a major or a minor.

Independent research (Spanish 403) is offered to students recommended by the department. The work consists of independent reading, conferences and a long paper.

Departmental honors are awarded on the basis of a minimum grade point average of 3.5 in the major, evaluation of the senior essay and the recommendation of the department.

Requirements for a minor in Spanish are six courses in Spanish beyond Intermediate Spanish, at least one of which must be at the 300 level.

The Department of Spanish cooperates with the Departments of French and Italian in the Romance Languages major. The Spanish department participates with the Departments of Anthropology, Economics, History of Art, Political Science and others in offering a concentration in Hispanic and Hispanic-American Studies. The department also participates in a teacher certification program. For more information see page 247 for a description of the Education program.

001-002. Elementary Spanish Grammar, composition, conversation, listening comprehension; readings from Spain, Spanish America and the Hispanic community in the United States. This is a year-long course. One section of this course is intensive and meets nine hours a week. (Breña, Green)

003-004. Intermediate Spanish Intensive grammar reviews, exercises in composition and conversation, selected readings from modern Spanish. This is a year-long course. Prerequisite: 002 or placement. (Koelle, Quintero, Breña)

005. Intensive Intermediate Spanish A thorough review of grammar, with intensive oral practice (group activities and individual presentations), writing of short essays and a longer final project, and readings from the Hispanic world. Prerequisite: Intensive Elementary Spanish or the recommendation of the department. (Sacerio-Gari)

110. Estudios culturales de España e Hispanoamérica An introduction to the history and cultures of the Spanish speaking world in a global context: geography, sociopolitical issues, folklore, art, literature and multicultural perspectives. Prerequisite: Spanish 004 or 005, or placement. (staff, Koelle, Division III)

120. Introducción al análisis literario Readings from Spanish and Spanish-American works of various periods and genres (drama, poetry, short stories). Special attention to improvement of grammar through compositions. Prerequisite: Spanish 004 or 005, or placement. (Sacerio-Gari, Division III)

Note: Prerequisite for all 200-level courses: Spanish 110 or 120, or another 200-level course taught in Spanish, or placement.

204. Conversación (nivel avanzado) Practice in various modes of oral expression with review of selected points of grammar. Exercises in simultaneous interpretation. Class is divided into small groups for discussions. Readings, oral reports, compositions. (Quintero)

- 206. Composición (nivel superior)** A course designed to develop a student's written expression in Spanish. This course includes a systematic study of the structure of modern Spanish and a variety of frequent written assignments. (Koelle)
- 208. Drama y sociedad en España** A study of the rich dramatic tradition of Spain from the Golden Age (16th and 17th centuries) to the 20th century within specific cultural and social contexts. The course considers a variety of plays as manifestations of specific sociopolitical issues and problems. Topics include: theater as a site for fashioning a national identity, the dramatization of gender conflicts, plays as vehicles of protest in repressive circumstances. (Quintero, Division III)
- 211. Borges y sus lectores** Primary emphasis on Borges and his poetics of reading; other writers are considered to illustrate the semiotics of texts, society and traditions. (Sacerio-Garí, Division III; cross listed as Comparative Literature 212)
- 225. La poesía hispanoamericana** Study of poetic language from the Avant-garde movements to the present. Special attention to key figures. (Sacerio-Garí, Division III) *Not offered in 2000-01.*
- 230. Poetics of Desire in the Lyric Poetry of Renaissance Italy and Spain** A study of the evolution of the love lyric in Italy and Spain during the Renaissance and the Baroque periods, beginning with the Canzonieri of Francesco Petrarca. Topics include: the representation of women as objects of desire and pre-texts for writing, the self-fashioning and subjectivity of the lyric voice, the conflation and conflict of eroticism and idealism, theories of imitation, parody, and the feminine appropriation of the Petrarchan tradition. Although concentrating on the poetry of Italy and Spain, readings include texts from France, England and Mexico. Course is taught in English. Students wishing major credit in Spanish or Italian must do appropriate assignments in Spanish or Italian. (Dersofi, Quintero, Division III; cross listed as Comparative Literature 230 and Italian 230)
- 240. Hispanic Culture and Civilization** A brief survey of the political, social and cultural history of Spain and Spanish America. Topics include Spanish nation/state/empire, indigenous cultures, polemics about the "Indians" in the new world, Spanish-American independence, current social and economic issues, Latin America's multiculturalism, Latinos in the United States. Prerequisite: permission of instructor. (Sacerio-Garí, Division III)
- 260. Ariel/Calibán y el discurso americano** A study of the transformations of Ariel/Calibán as images of Latin American culture. Prerequisite: Spanish 110 or 120, or placement. (Sacerio-Garí, Division III) *Not offered in 2000-01.*
- 265. Escritoras hispanas: estrategias narrativas, género y tradición** A study of representative Spanish and Latin American women focusing on the presence of the female voice in the use and manipulation of narrative strategies. The readings unveil the tensions in the discourse as each writer negotiates with traditions and attempts to generate a mode of writing that more adequately conveys her creative process and women's changing roles in society. Prerequisite: Spanish 110 or 120, or placement. (Green, Division III) *Not offered in 2000-01.*

270. The Picaresque in Spain and Beyond A study of the origins, development and transformation of the picaresque novel in Spain and other national literatures including Mexico, France, England, Germany and the United States. Topics include: the construction of the (fictional) self; religious, secular and satiric confessional rhetoric; and the feminine variations of the picaresque. Course is taught in English. Students wishing major credit must do appropriate assignments in Spanish. (Quintero, Division III; cross listed as Comparative Literature 270) *Not offered in 2000-01.*

Note: The prerequisite for 300-level courses is one 200-level course in Spanish or permission of instructor.

306. Bécquer, Rosalía, Juan Ramón y Lorca This course will focus on four major poets of 19th- and 20th-century Spain: Gustavo Adolfo Bécquer, a young poet of the late-19th century who is considered the father of Spanish contemporary poetry; Rosalía de Castro, a contemporary of Bécquer and a woman poet ignored for many years and misunderstood because she was ahead of her time; Juan Ramón Jiménez and Federico García Lorca, two representative poets of 20th-century Spain. Concentrating on these four poets, the course will explore the evolution of contemporary poetry and poetic prose in Spain as well as its major literary and historic movements. (Juliá, Division III)

307. Cervantes A study of themes, structure and style of Cervantes' masterpiece *Don Quijote*, and its impact on world literature. In addition to a close reading of the text and a consideration of narrative theory, the course examines the impact of *Don Quijote* on the visual arts, music, film and popular culture. (Quintero, Division III)

309. La representación de la mujer en la literatura española del Siglo de Oro A study of the depiction of women in the fiction, drama and poetry of 16th- and 17th-century Spain. Topics include: the construction of gender, the idealization and codification of women's bodies, the politics of feminine enclosure (convent, home, brothel, palace), and the performance of honor. The first half of the course will deal with masculine representations of women (Lope, Calderón, Cervantes, Quevedo) and the second will be dedicated to women writers such as Teresa de Ávila, Ana Caro, María de Zayas and Juana Inés de la Cruz. (Quintero, Division III) *Not offered in 2000-01.*

340. Topics in Baroque Art: Representation of Gender and Power in Habsburg Spain An examination of the relationship between art and literature in 16th- and 17th-century Spain. Topics include: reading visual and verbal texts, theories of representation, the portrayal of women, depictions of sacred and profane love, self reference, theater and painting in the court, the spectacle of power and monarchy. Prerequisite: one History of Art course or, for Spanish majors, one 200-level Spanish course. Course is taught in English. Students wishing major credit in Spanish must do appropriate assignments in Spanish. (McKim-Smith, Quintero, Division III; cross listed as History of Art 340 and Comparative Literature 340) *Not offered in 2000-01.*

350. El cuento hispanoamericano Special attention to the double, the fantastic and the sociopolitical thematics of short fiction in Spanish America. Authors include Quiroga, Borges, Carpentier, Rulfo, Cortázar and Valenzuela.

(Sacerio-Garí, Division III) *Not offered in 2000-01.*

351. Tradición y revolución: Cuba y su literatura An examination of Cuba, its history and its literature, with emphasis on the analysis of the changing cultural policies since 1959. Major topics include: slavery and resistance, Cuba's struggles for freedom, the literature and film of the Revolution, and literature in exile. (Sacerio-Garí, Division III)

399. Senior Essay Individual conferences between students and the instructor in the preparation of a senior project. At the end of the semester there will be an oral examination based on the essay. (staff)

403. Supervised Work Independent reading, conferences and a long paper; offered to senior students recommended by the department. (staff)

Haverford offers the following courses in Spanish:

- 207b. Fictions of Spanish American History
- 210b. Spanish and Spanish American Film
- 235a. Spanish American Theater
- 248a. Poetry and Politics in Spain
- 313a. Literature of the Caribbean
- 315b. Novísima literatura hispanoamericana
- 334b. Gender Dissidence in Hispanic Writing
- 385a. Popular Culture

Fields of Concentration and Additional Programs

AFRICANA STUDIES

Coordinators:

Linda-Susan Beard, Ph.D., *Associate Professor of English*

Koffi Anyinéfá, Ph.D., *Associate Professor of French, at Haverford College*

Affiliated Faculty:

Michael H. Allen, Ph.D., *Associate Professor of Political Science*

Koffi Anyinéfá, Ph.D., *Associate Professor of French, at Haverford College*

Richard J. Ball, Ph.D., *Assistant Professor of Economics, at Haverford College*

Linda-Susan Beard, Ph.D., *Associate Professor of English*

Kimberly Benston, Ph.D., *Professor of English, at Haverford College*

Vernon Dixon, Ph.D., *Associate Professor of Economics, at Haverford College*

Richard S. Ellis, Ph.D., *Professor of Classical and Near Eastern Archaeology*

Steve Ferzacca, Ph.D., *Assistant Professor of Anthropology*

Richard Freedman, Ph.D., *Associate Professor of Music, at Haverford College*

Ignacio Gallup-Díaz, Ph.D., *Assistant Professor of History*

Harvey Glickman, Ph.D., *Professor of Political Science, at Haverford College*

Cassandra Gunkel, Ph.D., *Lecturer in English*

Tracey Hucks, Ph.D., *Assistant Professor of Religion, at Haverford College*

Paul Jefferson, Ph.D., *Associate Professor of History, at Haverford College*

Madhavi Kale, Ph.D., *Helen Taft Manning Associate Professor of History*

Phil Kilbride, Ph.D., *Professor of Anthropology and The Mary Hale Chase Chair in the Social Sciences and Social Work and Social Research*

Emma Lapsansky, Ph.D., *Associate Professor of History, at Haverford College*

Rajeswari Mohan, Ph.D., *Associate Professor of English, at Haverford College*

Janet M. Monge, Ph.D., *Senior Lecturer in Anthropology*

Robert Mortimer, Ph.D., *Professor of Political Science, at Haverford College*

Elaine Mshomba, Ph.D., *Lecturer in Africana Studies; Swahili Instructor*

Harriet B. Newburger, Ph.D., *Associate Professor of Economics*

Kalala Ngalamulume, Ph.D., *Assistant Professor of Africana Studies and History*

Zolani Ngwane, Ph.D., *Assistant Professor of Anthropology, at Haverford College*

Mary J. Osirim, Ph.D., *Associate Professor of Sociology*

Lucius Outlaw, Ph.D., *Professor of Philosophy, at Haverford College*

Allyson Purpura, Ph.D., *Visiting Assistant Professor of Anthropology, at Haverford College*

Juana Maria Rodriguez, Ph.D., *Assistant Professor of English*

Michael Tratner, Ph.D., *Associate Professor of English*

Sharon R. Ullman, Ph.D., *Associate Professor of History (on leave, semester I 2000-01)*

Robert E. Washington, Ph.D., *Professor of Sociology (on leave, semester II 2000-01)*

Bryn Mawr College

Bi-Co Africana Bibliographers:

Florence Goff, *Assistant Director of Public Services, Canaday Library*

Mary Lynn Morris, *Reference Librarian, Magill Library, Haverford College*

Bryn Mawr's African Art and Ethnography Collections:

Carol W. Campbell, *Curator of the College's Collections*

Tamara K. Johnston, *Registrar of the College's Collections*

Eric Pumroy, *Head of Special Collections*

Africana Studies is a developing synthetic field that brings a global frame of reference and a variety of disciplinary perspectives to the study of Africa and the African diaspora. Drawing on the methods of anthropology, economics, history, literature studies and linguistics, music, philosophy, political science and sociology, the field also encompasses the study of decolonization and the processes of modernization and development against a background of international economic change, both in Africa and in societies worldwide with populations of African origin.

Africana Studies is a bi-college program, supported jointly by faculty at both Bryn Mawr and Haverford Colleges. Haverford offers Africana Studies as an area of concentration anchored in the student's major with additional courses taken in at least two other departments. Bryn Mawr offers Africana Studies as a minor that the student can combine with any major.

The bi-college Africana Studies Program is also part of a U.S. Department of Education consortium that includes the University of Pennsylvania and Swarthmore College. Bryn Mawr and Haverford have the distinction of belonging, with Swarthmore, to the only Africana Studies national consortium that brings together a major research university and liberal arts colleges. As a result of this alliance, students are able to complement offerings at Bryn Mawr and Haverford by taking courses, for credit, at all four consortium sites. This includes, for example, undergraduate courses in such areas as African dance and drumming or the study of African languages. Swahili is offered annually as a year-long course at Bryn Mawr. Bryn Mawr sponsors a study abroad program at the University of Nairobi and participates, with consortium members and other colleges and universities, in similar programs in Zimbabwe, Ghana and Senegal. The bi-college program also offers students opportunities to do research in Zimbabwe, South Africa and Kenya under the guidance of Africana faculty members.

Both Bryn Mawr's minor and Haverford's concentration introduce students to theoretical perspectives and empirical studies of Africa and the African diaspora. In designing an intellectually coherent program, students are advised to organize their course work along one of several prototypical routes. Such model programs might feature: (1) regional or area studies; for example, focusing on Brazil, the English-speaking Caribbean or North America; (2) thematic studies; for example, exploring decolonization, class politics and/or economic development in West and East Africa; (3) comparative studies; for example, reconstructing the forms and functions of slavery both in Africa and in Catholic and Protestant societies in the diaspora.

The requirements for Africana Studies are the following: (1) students take six semester courses from an approved list of courses in Africana Studies; (2) students take the one-semester interdisciplinary course Bryn Mawr/Haverford General Studies 101: Introduction to African Studies and one course on the African diaspora; and (3) students write a senior thesis or seminar-length essay in an area of Africana Studies.

Africana Studies

In addition to satisfying the above requirements, students concentrating in Africana Studies at Haverford must also satisfy a distribution requirement. Of the six courses that they take in Africana Studies, at least two but no more than three must be in their home department and the remaining three to four courses must be taken in at least two other departments.

Students are advised to enter this program by taking Bryn Mawr/Haverford General Studies 101: Introduction to Africana Studies. Students are expected to have completed this requirement by the end of the junior year. This course provides a foundation and a frame of reference for students continuing in Africana Studies. This introductory-level work provides students with a common intellectual experience. The final requirement for the program is a senior thesis or its equivalent. If the student is majoring in a department that requires a thesis, she satisfies the requirement by writing on a topic approved by her department and by the coordinator/committee on Africana Studies. If the major department does not require a thesis, an equivalent written exercise — that is, a seminar-length essay — is required. The essay may be written within the framework of a particular course or as an independent study project. The topic must be approved by the instructor in question and by the coordinator/committee on Africana Studies.

Africana Studies courses at Bryn Mawr include:

Anthropology 228. East African Social, Political and Cultural Development
Anthropology 253. Childhood in the African Experience
Anthropology 341. Cultural Perspectives in Human Sexuality, Marriage, and the Family
Classical and Near Eastern Archaeology 230. Archaeology and History of Ancient Egypt.
Economics 324. Economics of Poverty and Discrimination
English 217. Latina/o Literature and Culture
English 219. The Ties that Bind: Reconstructing the History of Slavery in the Americas
English 234. Postcolonial Literature in English
English 235. Harlem Renaissance: The Birth of an Africana Aesthetic
English 246. Scribbling Sisters: Pan-African Women Writers
English 262. Survey in African American Literature
English 263. Toni Morrison and the Art of Narrative Conjure
English 331. Queer Theory/Queer Literature
English 346. Modernism
English 351. American Material Life and Culture
English 379. The African Griot(te)
English 381. Post-Apartheid Literature
English 392. National Bodies: Theories of Race, Gender and Sexuality in a Global Context
General Studies 103. Introduction to Swahili Language and Culture
History 200: History of Three Worlds: Intruders, Indians and Africans
History 237. Themes in Modern African History: (Auto) Biographies of African Men and Women
History 303. Topics in American History
History 349. Topics in Comparative History

Bryn Mawr College

- Sociology 207. The Nature of Prejudice: Intergroup Relations
- Sociology 217. The Family in Social Context
- Sociology 225. Women in Society: The Southern Hemisphere
- Sociology 232. Economics and Sociology of Urban Black America
- Sociology 311. Stability and Change in Modern Africa: A Comparative Study of Development in Nigeria and Zimbabwe
- Sociology 330. Comparative Economic Sociology: Societies of the North and South

Africana Studies courses at Haverford include:

- Anthropology 155a. Themes in the Anthropology of Religion
- Anthropology 205b. Social Anthropology
- Anthropology 242a. Bantu Language and Culture
- Anthropology 247a. Anthropology and Literature
- Economics 215a. Urban Economics
- Economics 226d. Agricultural Biotechnology in Developing Economies
- Economics 227b. Economic Policy Reform in Developing Countries
- Economics 228. Economics of the Third World Peoples of the U.S.
- Economics 232. Economics and Sociology of Urban Black America
- English 270. Portraits in Black: The Emergence and Influence of African-American Culture
- English 271b. Race: Writing and Difference in American Literature
- English 277a. Postcolonial Women Writers
- English 363a. John Brown's Body
- French 250. Introduction la littérature francophone d'Afrique et des Caraïbes
- French 312. Advanced Topics: La littérature de l'Afrique sub-saharienne
- General Programs 101a. Introduction to African Studies
- General Programs 235b. African Politics — National and International
- History 243a. African American Political and Social Thought
- History 343a. Topics in American Intellectual History
- History 343b. Topics in African-American Intellectual History
- Philosophy 232. African-American Philosophy
- Philosophy 245b. African Philosophy
- Philosophy 356. Topics in Social and Political Philosophy
- Political Science 123. American Politics: Difference and Discrimination
- Political Science 227. Urban Politics
- Political Science 235a. Frontiers of Freedom: Africa's Developmental Trajectory
- Political Science 236b. African Politics: Africa in U.S. Policy
- Religion 231a. Religious Themes in African-American Literature
- Religion 232a. African-Derived Religions in South America and the Caribbean
- Religion 331a. Seminar in African Philosophy
- Sociology 235b. Class, Race and Education
- Spanish 340a. The Moor in Spanish Literature

ARTS PROGRAM

Senior Lecturers:

Linda Caruso Haviland, Ed.D., *Director of Dance and Chair of the Arts Program*

Hiroshi Iwasaki, M.F.A., *Designer and Technical Director of Theater*

Mark Lord, M.F.A., *Director of Theater on the Theresa Helburn Fund for Drama* (on leave, semester I 2000-01)

Madeline Cantor, M.F.A., *Associate Director of Dance*

Karl Kirchwey, M.A., *Director of Creative Writing*

Lecturers:

Eils Lotozo, B.A., *Creative Writing*

Elizabeth Mosier, M.F.A., *Creative Writing*

Rachel Simon, M.F.A., *Creative Writing*

Emma Varley, M.F.A., *Fine Arts*

Courses in the arts are designed to prepare students who might wish to pursue advanced training in their fields and for those who want to broaden their academic studies with work in the arts that is conducted at a serious and disciplined level.

CREATIVE WRITING

Courses in creative writing within the Arts Program are designed both for those who wish to develop their skills and their appreciation of the art of writing and for students intending to make their careers in writing. English majors may elect a three-course concentration in creative writing as part of the major program (see page 117). Any English major may include one Creative Writing course in the major plan. Non-English majors may pursue a minor as described below. Students have majored in creative writing through the independent major program (see page 57).

Requirements for the minor in Creative Writing are six units of course work, generally including three required (260, 261, and any one of 263, 264 or 265) and three elective, including at least one course at the 300 level. Students should consult with the creative writing director to ensure admission to the appropriate range of courses.

260. Writing Short Fiction I This course uses writing exercises, class discussion of classic and contemporary literature and the elements of process, and private conferences to provide guidance for each student's unique exploration of content and style. Requirements include production of three or more stories, revision of one or more stories, and class participation. (staff, Division III)

261. Writing Poetry I This course encourages the student to experiment with a broad spectrum of contemporary poetic strategies, both mainstream and avant-garde. Regular structured and open writing assignments, along with discussion of modern and postmodern poems, enable the class to focus on such poetic issues as form, metaphor, voice and development of the subject. In-class writing is designed to explore the creative process and techniques for revision. (staff, Division III)

262. Beginning Playwriting (staff, Division III; cross listed as Theater 262)

263. Writing Memoir Creative nonfiction strives to blend fiction's narrative and dramatic power, poetry's rhythms and richness, and journalism's ideal of truth. Students practice using techniques of fiction, poetry and journalism to explore and express matters of "fact" and dimensions of personal experience. Assignments emphasize the short forms and non-traditional approaches to memoir and the personal essay as a creative treatment of personal, ethnic or contemporary cultural experiences and issues. (staff, Division III)

264. Feature Journalism A consideration of the way feature journalism contributes to the construction of social reality. An introduction to news reporting is followed by a concentration on the preparation and writing of the features article. While working on several short documented features and one or two major articles during the semester, students in this class will consider their own role as journalists in the construction of social reality. (staff, Division III)

265. Creative Nonfiction This course takes as its premise the idea that a good "reporter," like a good creative writer, can be imaginative and artistic in technique and approach. Students showcase — or "frame" — fact in a creative context. Research, interviews and field work are as much a part of this process as meditation and creativity. Students complete one or two nonfiction pieces of considerable length and a number of shorter exercises in literary prose. (staff, Division III)

266. Screenwriting An exploration of the process of writing a feature-length, narrative screenplay through lectures, readings and in-class workshops. Some critical analysis of selected films augment class discussions. Students conceptualize an original idea and develop that idea into a detailed outline or "treatment," then work on the first act of a full-length script, emphasizing dialogue and description of the action. Background in filmmaking techniques is not required, but students must have already completed a creative writing course at either Bryn Mawr or Haverford.

(staff, Division III) *Not offered in 2000-01.*

360. Writing Short Fiction II For students whose previous work has demonstrated an ability and passion for fiction writing, and who are ready to undertake the discipline of reworking their best material. Through first drafts and multiple revisions, private conferences, and class discussion of classic and contemporary literature, students form standards, sharpen their voices and vision, and surpass earlier expectations of limits. One goal is for students to understand the writing process in detail. Another goal is the production of a publishable short story. (staff, Division III)

361. Writing Poetry II For students who have some experience in writing poetry and want to develop their skills further. Class meetings include writing exercises, consideration of work by traditional and contemporary poets, discussion of student's poems in a supportive environment, and exploration of elements of the creative process. Craft exercises alternating with independent "self-assignments" offer structured challenges along with the freedom to pursue subjects and styles that express each student's individual vision. (staff, Division III)

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363. Experimental Writing An exploration of a variety of experimental forms and hybrid inventions in poetry, fiction and playwriting including found poems, prose poetry, visual poems, “flash fiction,” fiction interwoven with fact, experimental drama, and the performance text. Assignments involve writing that tests the assumptions of traditional genres and raises such issues as the permeable boundaries of poetry and prose, the relations of fact and fiction, the tension of text and voice, text and image, realism and surrealism. Prerequisite: prior course in creative writing or permission of the instructor. (staff, Division III) *Not offered in 2000-01.*

364. Approaches to the Novel An exploration of the novel form from the point of view of craft. In some cases, students recast and rewrite constantly; in others, students move straight ahead through the work with virtual independence. Each student is expected to produce a substantial portion of a novel and show strong evidence of a deepening understanding of craft. Prerequisite: Creative Writing 360 or proof of strong interest and ability. A writing sample should be submitted by the end of the previous semester by students who have not previously studied with the professor. (staff) *Not offered in 2000-01.*

403. Supervised Work (staff)

Haverford College offers the following courses in creative writing:

- English 191b. Poetry Writing
- English 192a. Fiction Writing
- English 292. Advanced Experimental Fiction

DANCE

Dance is not only an art and an area of creative impulse and action; it is also a significant and enduring human behavior that can serve as a core of inquiry within the humanities. The Dance Program has, therefore, designed a curriculum that provides varied courses in technique, composition, theory and performance for students at all levels of skill, interest and commitment. A full range of technique courses in modern, ballet, jazz technique and African dance are offered regularly, and more specialized movement forms, such as Classical Indian or Flamenco, are offered on a rotating basis. To supplement the academic courses in performance, composition and theory, guest lecturers periodically teach courses that present a perspective extending beyond the Western dance theater tradition.

Requirements for the dance minor are six units of coursework, three required (140, 142, 343/4 or 345), and three elective. Students may choose to emphasize one aspect of the field, but must first consult with the dance faculty regarding their course of study. Students have majored in dance through the independent major program.

140. Approaches to Dance: Themes and Perspectives An introduction to the significance and the potential of the creative, critical and conceptual processes of dance as performance art, ritual and a humanity. In considering dance as a vital area of academic inquiry, the fields of dance history, criticism, philosophy and ethnology are reviewed. Lectures, discussion, film, video and guest speakers are included. (Caruso-Haviland, Division III)

142. Dance Composition I Analysis and practice of the basic elements of dance making, with reference to both traditional and post-modern choreographic approaches. This course presents compositional theory and experience in generating movement and in structuring dances beginning with simple solo phrases and progressing to more complex organizational units. (Cantor, Division III)

223. Anthropology of Dance (Doi, Division I or III; cross listed as Anthropology 223)

240. Dance History I: Roots of Western Theater Dance The study of the history of pre-20th-century dance with particular emphasis on the development of dance as a theater art form within the broader context of Western art and culture.

(Caruso-Haviland, Division III) *Not offered in 2000-01.*

241. Dance History II: A History of Contemporary Western Theatre Dance The study of the development of contemporary forms of dance with emphasis on theater forms within the broader context of Western art and culture. Both history courses include lecture, discussion and audio-visual materials. (staff, Division III)

242. Dance Composition II A continuation of Dance Composition I with emphasis on the construction of finished choreography for solo dances and the development of group compositions. Related production problems are considered.

(Cantor, Caruso-Haviland, Division III)

248. Classical Indian Dance: From Nationalism to Globalization This course will examine classical Indian dance in the context of national and gender identity formation as well as notions of postmodernism and cultural globalization in relation to dance in contemporary India. Broadly, the course will investigate the interlocking structures of aesthetics and politics, economics and culture, and history and power that inform and continue to reshape classical Indian dance.

(Chakravorty, Division III) *Not offered in 2000-01.*

342. Advanced Choreography Independent study in choreography under the guidance of the instructor. Students are expected to produce one major choreographic work and are responsible for all production considerations. (Caruso-Haviland, Cantor, Division III)

343, 344. Advanced Dance Technique For description, see Dance Technique below. (staff, Division III)

345. Dance Ensemble For description, see Dance Performance below. (staff, Division III)

403. Supervised Work Research in a particular topic of dance under the guidance of an instructor, resulting in a significant final paper or project.

(Caruso-Haviland, Cantor, Division III)

Dance Technique

Three levels of ballet and modern dance are offered each semester. Improvisation, African dance and jazz are offered each year. Courses in techniques developed from other cultural

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forms or from non-Western perspectives, such as hip-hop, classical Indian dance or Flamenco, are offered on a rotating basis. All technique courses are offered for Physical Education credit but students may choose to register in advanced level courses for academic credit.

Dance Performance

The Dance Ensembles (modern, ballet and jazz) are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Original works choreographed by faculty or guest choreographers or reconstructed pieces are rehearsed and performed. This course, which is open to intermediate and advanced level dancers by audition or permission of instructor, may in some cases be taken for academic credit or for physical education credit. Students who elect to participate in the Dance Outreach Project, a dance performance/education program which tours Philadelphia and suburban schools and community groups, can receive Physical Education credit.

FINE ARTS

Fine Arts at Bryn Mawr is part of the Fine Arts Department at Haverford College. The Fine Arts Program at Bryn Mawr is coordinated with and complementary to the Fine Arts Program at Haverford College; courses on either campus are offered to students of either college with the approval of the respective instructors. Prospective Fine Arts majors and minors should plan their curricula with the major instructor. Throughout their progression through the fine arts courses, these students should strive to develop a portfolio of artwork showing strength and competence and a sense of original vision and personal direction appropriate for a major or minor candidate.

For major program requirements and course descriptions, see Fine Arts at Haverford College on page 127.

MUSIC

The Music Department is located at Haverford and offers all students a music major and Bryn Mawr students a music minor. For a list of requirements and courses offered, see Music at Haverford on page 176.

Music Performance

The following organizations are open to all students by audition. For information about academic credit for these groups, and for private vocal or instrumental instruction, see Music at Haverford (page 176).

The Haverford-Bryn Mawr Orchestra rehearses once a week, and concerts are given regularly on both campuses. The annual concerto competition affords one or more students the opportunity to perform with the orchestra in a solo capacity.

The Haverford-Bryn Mawr Chamber Singers is a select ensemble that demands a high level of vocal ability and musicianship. The group performs regularly on both campuses and in the Philadelphia area. Tours are planned within the United States and abroad.

The Haverford-Bryn Mawr Chorale is a large auditioned chorus that gives concerts with the Haverford-Bryn Mawr Orchestra each year. Recent repertory has included: Faure's Requiem, Carl Orff's Carmina Burana and Mozart's Requiem.

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The Haverford-Bryn Mawr Women's Ensemble emphasizes music for women's voices and trebles and performs several times in the academic year.

Chamber Ensemble Groups are formed within the context of the Chamber Music Seminar (Music 215). See Music at Haverford on page 176. Performances are held both on and off campus; opportunity to perform in master classes with internationally known chamber musicians.

The Bryn Mawr Chamber Music Society offers extracurricular opportunities for experienced Bryn Mawr and Haverford students, faculty, and staff to perform a variety of chamber works in a series of concerts held in the Music Room.

THEATER

The curricular portion of the Bryn Mawr and Haverford Colleges' theater program focuses on the point of contact between creative and analytic work. Courses combine theory (reading and discussion of dramatic literature, history and criticism) and praxis (creative exercises, scene study and performance) to provide viable theater training within a liberal arts context.

Requirements for the minor in Theater Studies are six units of course work, three required (150, 251 and 252) and three elective. Students must consult with the theater faculty to ensure that the necessary areas in the field are covered. Students have majored in theater through the independent major program (see page 57).

150. Introduction to Theater An exploration of a wide range of dramatic works and history of theater through research, analysis and discussion to develop understanding and foundations for a theatrical production. (Iwasaki, Division III)

250. Twentieth-Century Theories of Acting An introduction to 20th-century theories of acting emphasizing the intellectual, aesthetic and sociopolitical factors surrounding the emergence of each director's approach to the study of human behavior on stage. Various theoretical approaches to the task of developing a role are applied in workshop and scene study. (Lord, Division III) *Not offered in 2000-01.*

251. Fundamentals of Acting An introduction to the fundamental elements of acting (scene analysis, characterization, improvisation, vocal and gestural presentation, and ensemble work) through the study of scenes from significant 20th-century dramatic literature. (Lord, Division III)

252. Fundamentals of Technical Theater A practical, hands-on workshop in the creative process of turning a concept into a tangible, workable end through the physical execution of a design. Exploring new and traditional methods of achieving a coherent synthesis of all areas of technical production. (Iwasaki, Division III)

253. Performance Ensemble An intensive workshop in the methodologies and aesthetics of theater performance, this course is open to students with significant experience in performance. In collaboration with the director of theater, students will explore a range of performance techniques and styles in the context of rehearsing a performance project. Admission to the class is by audition or permission of the instructor. The class is offered for

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a half unit of credit and students taking it for credit need to demonstrate their ability by first taking the course for no credit or by taking another academic class in performance.

(Lord, Division III)

254. Fundamentals of Theater Design An introduction to the creative process of visual design for theater; exploring dramatic context and influence of cultural, social and ideological forces on theater and examining practical applications of various technical elements such as scenery, costume and lighting while emphasizing their aesthetic integration. (Iwasaki, Division III)

255. Fundamentals of Costume Design Hands-on practical workshop on costume design for performing arts; analysis of text, characters, movement, situations; historical and stylistic research; cultivation of initial concept through materialization and plotting to execution of design. (Iwasaki, Division III) *Not offered in 2000-01.*

262. Beginning Playwriting An introduction to the theater by study of the one-act play and its production. Written work consists of two one-act plays and a notebook of critical comments. (staff, Division III; cross listed as Creative Writing 262)

270. Ecologies of Theater: Performance, Play and Landscape Students in this course will investigate the notion of theatrical landscape and its relation to plays and to the worlds that those landscapes refer. Through readings in contemporary drama and performance and through the construction and evaluation performances, the class will explore the relationship between human beings and the environments they imagine and will study the ways in which those relationships impact how we think about our relationship to the world in which we live. The course will culminate in a series of public performances. (Lord, Division III). *Not offered in 2000-01.*

354. Shakespeare on the Stage: 1590 to the Present An exploration of Shakespeare's texts from the point of view of the performer. A historical survey of the various approaches to producing Shakespeare from Elizabethan to contemporary times, with intensive scenework culminating in on-campus performances. (Lord, Division III) *Not offered in 2000-01.*

356. Endgames: The Theater of Samuel Beckett An exploration of Beckett's theater work conducted through both reading and practical exercises in performance techniques. Points of special interest include the monologue form of the early novels and its translation into theater, Beckett's influences (particularly silent film) and collaborations, and the relationship between the texts of the major dramatic works and the development of both modern and post-modern performance techniques. (Lord, Division III) *Not offered in 2000-01.*

359. Directing for the Stage A semiotic approach to the basic concepts and methods of stage direction. Topics explored through readings, discussion and creative exercises include directorial concept, script analysis and research, stage composition and movement, and casting and actor coaching. Students rehearse and present three major scenes. (Lord, Division III)

362. Advanced Playwriting (Lord; cross listed as Creative Writing 362) *Not offered in 2000-01.*

403. Supervised Work (staff)

Theater Performance

Numerous opportunities exist to act, direct, design and work in technical theater. In addition to the Theater Program's mainstage productions, many student theater groups exist that are committed to musical theater, improvisation, community outreach, Shakespeare, film and video work, etc. All Theater Program productions are open and casting is routinely blind with respect to race and gender.

ATHLETICS AND PHYSICAL EDUCATION

Director:

Amy Campbell, M.Ed., *Senior Lecturer*

Director of Dance:

Linda Caruso-Haviland, Ed.D., *Senior Lecturer in the Arts*

Lecturers in Athletics and Physical Education:

James Buckley, B.S., *Basketball Coach*

Kathleen Miller, B.A., *Senior Women's Administrator and Soccer Coach*

Jenn Riddell, B.A., *Head Athletic Trainer*

Instructors in Athletics and Physical Education:

Natalie Butler, B.A., *Tennis Coach*

Nicole Smith, M.A.L.S., *Field Hockey and Lacrosse Coach*

Daniel Talbot, B.A., *Cross Country, Indoor and Outdoor Track Coach*

Ray Tharan, B.S., *Assistant Director of Athletics for Facilities and Events and Director of the Fitness Center*

The Department of Athletics and Physical Education offers an intercollegiate experience in 12 sports as an NCAA Division III institution and is a charter member of the Centennial Conference.

Varsity team sports at Bryn Mawr include: badminton, basketball, crew, cross country, field hockey, indoor track, lacrosse, outdoor track and field, soccer, swimming, tennis and volleyball. Club team experience may be found in rugby (bi-college with Haverford College).

The instructional offerings in physical education include: aerobic dance, African dance, archery, athletic training, badminton, ballet, basketball, cardiovascular conditioning, coaching course, dance ensemble, fencing, fitness, flamenco dance, fitness, jazz dance, lacrosse, modern dance, riding, running techniques, scuba, self defense, soccer, softball, swimming, swing dance, tennis, volleyball, water aerobics, weight training, wellness and yoga. Students may participate in self-paced programs that include jogging, swimming and

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walking. Students may take courses at Haverford College, including aerobics, badminton, body building, golf, intramural sports, karate, running techniques, squash and yoga.

The College believes that physical education and intercollegiate athletics are integral parts of a liberal arts education which complement the academic program. The Department of Athletics and Physical Education sponsors a variety of programs intended to enhance the quality of the student's non-academic life on campus.

The College requires eight terms (four semesters) of physical education, including the successful completion of a swim test. The swim test includes entry into the water, a 10-minute swim demonstrating two strokes, one minute of treading water, and two minutes of floating. For non-swimmers, successful completion of a term of beginning swimming will fulfill the requirement. The physical education requirement must be completed by the end of junior year.

Transfer students will receive credit toward the requirement from previous institutions after a review by the director of the department. Students with special needs should consult the director of physical education.

COMPUTER SCIENCE

Coordinators:

Deepak Kumar, Ph.D., *Associate Professor of Computer Science* (on leave, semester II 2000-01)

Steven Lindell, Ph.D., *Associate Professor of Computer Science, at Haverford College*

David G. Wonnacott, Ph.D., *Assistant Professor of Computer Science, at Haverford College*

John Dougherty, *Assistant Professor and Laboratory Coordinator of Computer Science, at Haverford College*

Affiliated Faculty:

Alfonso M. Albano, Ph.D., *Marion Reilly Professor of Physics* (on leave, 2000-01)

Peter A. Beckmann, Ph.D., *Professor of Physics*

Victor J. Donnay, Ph.D., *Associate Professor of Mathematics*

Michelle M. Francl, Ph.D., *Associate Professor of Chemistry*

Paul Grobstein, Ph.D., *Eleanor A. Bliss Professor of Biology*

George E. Weaver Jr., Ph.D., *Harvey Wexler Professor of Philosophy*

Computer science studies methods of solving problems and processes that manipulate and transform information. It is the science of algorithms — their theory, analysis, design and implementation. As such, it is an interdisciplinary field with roots in mathematics and engineering and applications in many other academic disciplines.

Computer science is a bi-college program, supported jointly by faculty at both Bryn Mawr and Haverford Colleges. Bryn Mawr offers computer science as a minor that can be combined with any major, depending on the student's preparation. Haverford offers computer science as an area of concentration, anchored in the Departments of Mathematics and Physics. Additionally, it is possible for students to declare an independent major in computer science. The computer science program also strives to facilitate evolving interdisciplinary independent majors. For example, students can major in cognitive science by combining relevant course work from computer science and disciplines like psychology and philosophy.

Both Bryn Mawr's minor and Haverford's concentration emphasize foundations and basic principles of information science, rather than engineering or data-processing applications. Both colleges believe this approach to be the most consistent with the principles of scientific education in the liberal arts. The aim is to provide students with skills that transcend short-term fashions and fluctuations in computer hardware and software. Some of these skills are mathematical, while others come from the rapidly growing and maturing field of computer science itself.

The computer science program introduces students to both the theoretical and practical aspects of computer science through a core sequence of four courses, designed to be taken in the sophomore and junior years: Computer Science 240, 245, 340 and 345. These are normally preceded by an introductory sequence of two courses (Computer Science 110 and 206) and by a course in discrete mathematics (Computer Science 231). Additional electives and advanced topics courses build on material developed in the four core courses.

The requirements for a minor in computer science at Bryn Mawr are Computer Science 110 or 105; Computer Science 206; Mathematics 231; two of the five courses (Computer Science 240, 245, 246, 340 and 345); and two electives chosen from any course in computer science at Bryn Mawr or Haverford, approved by the student's coordinator in computer science. As mentioned above, these requirements can be combined with any other major, depending on the student's interests and preparation. Students desiring to declare independent majors in computer science or related fields should work in close cooperation with their coordinator in computer science.

The requirements for the concentration at Haverford may be combined with existing mathematics and physics major requirements. Interested students should consult with the faculty coordinators listed above to develop an appropriate course schedule.

100b. The World of Computing An introduction to the use of the computer for problem solving in any discipline, including an introduction to programming in a structured language (currently Pascal) with emphasis on the development of general problem-solving skills and logical analysis. Applications are chosen from a variety of areas, emphasizing the non-technical. (staff, Division II or Quantitative Skills)

110. Introduction to Computer Science An introduction to the nature, subject matter and branches of computer science as an academic discipline, and the nature, development, coding, testing, documenting and analysis of the efficiency and limitations of algorithms. Also includes the social context of computing (risks, liabilities, intellectual property, and infringement). (Kumar, Division II or Quantitative Skills)

205a. Introduction to Computer Science A rigorous year-long introduction to the fundamental concepts of computer science intended for students interested in doing more advanced work in technical and scientific fields. Includes the fundamental data structures of computer science and their algorithms. Examples and exercises will stress the mathematical aspects of the discipline, with a strong emphasis on programming and analytical problem-solving skills. Students without a strong (high school) mathematics or programming experience should take Computer Science 100 instead. (staff, Division II or Quantitative Skills)

206. Introduction to Data Structures Introduction to the fundamental algorithms and data structures of computer science: sorting, searching, recursion, backtrack search; lists,

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stacks, queues, trees, graphs, dictionaries. Introduction to the analysis of algorithms. Prerequisite: Computer Science 205 or 110, or permission of instructor. (staff, Division II or Quantitative Skills) *Not offered in 2000-01.*

210b. Linear Optimization and Game Theory Covers in depth the mathematics of optimization problems with a finite number of variables subject to constraints. Applications of linear programming to the theory of matrix games and network flows are covered, as well as an introduction to nonlinear programming. Emphasis is on the structure of optimal solutions, algorithms to find them, and the underlying theory that explains both. (Butler, Division II or Quantitative Skills; cross listed as Mathematics 210b)
Not offered in 2000-01.

212a. Computer Graphics Presents the fundamental principles of computer graphics: data structures for representing objects to be viewed, and algorithms for generating images from representations. Prerequisite: Mathematics 203 or 215, or permission of instructor. (Dougherty)

230a. Foundations of Rigorous Thinking Develops rigorous thinking skills through the linguistic foundations of mathematics: logic and sets. Emphasis on using symbology to represent abstract objects and the application of formal reasoning to situations in computer science. (Lindell)

231. Discrete Mathematics An introduction to discrete mathematics with strong applications to computer science. Topics include set theory, functions and relations, propositional logic, proof techniques, recursion, counting techniques, difference equations, graphs and trees.
(Weaver, Division II or Quantitative Skills; cross listed with Mathematics 231)

235a. Information and Coding Theory Covers the mathematical theory of the transmission (sending or storing) of information. Included is encoding and decoding techniques, both for the purposes of data compression and for the detection and correction of errors. (staff; cross listed as Mathematics 235a) *Not offered in 2000-01.*

240a. Principles of Computer Organization A lecture/laboratory course studying the hierarchical design of modern digital computers. Combinatorial and sequential logic elements; construction of microprocessors; instruction sets; assembly language programming. Lectures cover the theoretical aspects of machine architecture. In the laboratory, designs discussed in lecture are constructed in software. Prerequisite: Computer Science 206 or permission of instructor. (Wonnacott, Division II)

245a. Principles of Programming Languages An introduction to a wide range of topics relating to programming languages with an emphasis on abstraction and design. Design issues relevant to the implementation of programming languages are discussed, including a review and in-depth treatment of mechanisms for sequence control, the run-time structure of programming languages, and programming in the large. The course has a strong lab component where students get to construct large programs in at least three different imperative programming languages.
(Wonnacott, Division II or Quantitative Skills) *Not offered in 2000-01.*

246. Programming Paradigms An introduction to the non-procedural programming paradigms. The shortfalls of procedural programming derived from the von Neumann model of computer architectures are discussed. An in-depth study of the principles underlying functional programming, logic programming and object-oriented programming. This course has a strong lab component where students construct programs in several programming languages representative of the paradigms. Prerequisite: Computer Science 105 or 110. (Kumar, Division II or Quantitative Skills)

320. Numerical Analysis Introduction to computer-based analysis with applications in various fields. Topics include linear and nonlinear systems, eigenvalue problems, interpolation, numerical integration and differentiation, solution of differential and integral equations. Prerequisite: Mathematics 102 at Bryn Mawr or Mathematics 114 at Haverford. (Roelofs) *Not offered in 2000-01.*

340b. Analysis of Algorithms Qualitative and quantitative analysis of algorithms and their corresponding data structures from a precise mathematical point of view. Performance bounds, asymptotic and probabilistic analysis, worst-case and average-case behavior. Correctness and complexity. Particular classes of algorithms such as sorting and searching are studied in detail. Prerequisites: Computer Science 206 and some additional mathematics at the 200 level, or permission of instructor. (Lindell)

345b. Theory of Computation Introduction to automata theory, formal languages and complexity. Introduction to the mathematical foundations of computer science: finite state automata, formal languages and grammars, Turing machines, computability, unsolvability and computational complexity. Prerequisites: Computer Science 190, 206, and some additional mathematics at the 200 level, or permission of instructor. (Lindell) *Not offered in 2000-01.*

350b. Compiler Design: Theory and Practice An introduction to compiler and interpreter design, with emphasis on practical solutions, using compiler-writing tools in UNIX and the C programming language. Topics covered include: lexical scanners, context-free languages and pushdown automata, symbol table design, run-time memory allocation, machine language and optimization. (Wonnacott) *Not offered in 2000-01.*

355b. Operating Systems: Theory and Practice A practical introduction to modern operating systems, using case studies from UNIX, VMS, MSDOS and the Macintosh. Lab sessions will explore the implementation of abstract concepts, such as resource allocation and deadlock. Topics include file systems, memory allocation schemes, semaphores and critical sections, device drivers, multiprocessing and resource sharing. (Wonnacott)

372. Introduction to Artificial Intelligence Survey of Artificial Intelligence (AI), the study of how to program computers to behave in ways normally attributed to "intelligence" when observed in humans. Topics include: heuristic versus algorithmic programming; cognitive simulation versus machine intelligence; problem-solving; inference; natural language understanding; scene analysis; learning; decision-making. Topics are illustrated by programs from literature, programming projects in appropriate languages, and building small robots. (Kumar, Division II or Quantitative Skills; cross listed as Philosophy 372)

380. Recent Advances in Computer Science A topical course facilitating an in-depth study on a current topic in computer science. Prerequisite: permission of the instructor. (Kumar, Division II) *Not offered in 2000-01.*

394b. Advanced Topics in Discrete Mathematics and Computer Science
(Lindell)

In addition to the courses listed above, the following courses are also of interest:

General Studies 213. Introduction to Mathematical Logic

General Studies 303. Advanced Mathematical Logic

Mathematics 222b. Introduction to Scientific Computing

Mathematics 237a. Logic and the Mathematical Method

Physics 306. Mathematical Methods in the Physical Sciences

Physics 322. Solid State Physics

EDUCATION

Director and Assistant Professor of Education:

Alison Cook-Sather, Ph.D.

Field Placement Coordinator and Adviser:

Robyn Newkumet, M.A., D.M.L.

Program Administrator and Adviser:

Shirley Brown, M.A.

Lecturers:

Jody Cohen, Ph.D.

Alice Lesnick, Ph.D.

Education is an interdisciplinary area of study, drawing on the fields of anthropology, economics, history, linguistics, philosophy, psychology, public policy and sociology. Education courses invite recognition and analysis of the dialectic between theory and practice and of the connections between what we learn, why we learn, how we learn, and how all learning fits into larger historical, philosophical, psychological and socioeconomic patterns.

The Bryn Mawr/Haverford Education Program offers three options to students interested in education: students may (1) complete a sequence of courses leading to state certification to teach at the secondary (grades 7-12) level in Pennsylvania, (2) pursue a minor in Educational Studies, or (3) take courses which are open to all interested students. The certification sequence and the minor are described below.

Students seeking certification or wishing to complete a minor should meet with the field placement coordinator and adviser as early as possible for advice on scheduling, preferably by the sophomore year. Once enrolled in either program, students must meet with the field placement coordinator and adviser at course selection time each semester.

CERTIFICATION

The Bryn Mawr/Haverford Education Program is accredited by the state of Pennsylvania to prepare candidates for junior and senior high school certification (grades 7-12) in 12 fields: Biology, Chemistry, Chinese, English, French, German, Latin, Mathematics, Physics, Russian and Spanish. Certification in the field of Social Studies is available for students majoring in Anthropology, Economics, History, Political Science and Sociology. Students becoming certified in a language have K-12 certification. Certain interdisciplinary majors and double majors (e.g., Comparative Literature, East Asian Studies or Romance Languages) may also be eligible for certification provided they meet the Pennsylvania standards in one of the subject areas listed above.

To qualify for a teaching certificate, students must complete an academic major (listed above), college general education requirements, and the courses listed below:

1. Education 200. Critical Issues in Education (formerly Education 103. Introduction to Education)
2. Psychology 203. Educational Psychology
3. Psychology 206. Developmental Psychology, or Psychology 214a. Psychology of Adolescence (Haverford), or General Programs 249b. Continuity and Change: The Contexts of Development (Haverford)
4. Education 301. Curriculum and Pedagogy Seminar
5. Education 302. Practice Teaching Seminar, and Education 303. Practice Teaching. These courses are taken concurrently and earn triple credit.
6. One additional course from the following:
 - a. Education 210. On the Margins: Language, Power, and Advocacy in Education
 - b. Education 250a. Literacies and Education (Haverford)
 - c. Sociology 258. Sociology of Education
 - d. Education/Sociology 266. Schools in American Cities
 - e. Psychology 206, or Psychology 214a., or General Programs 249b
 - f. A subject-specific pedagogy course (e.g., at the University of Pennsylvania, or one of the 400-level Association in Teaching courses at Haverford, or an Independent Study which involves work as a teaching assistant in the subject area)
 - g. Education electives at Swarthmore College or the University of Pennsylvania
 - h. An education-related course at Bryn Mawr or Haverford (see adviser for list)

Furthermore, in order to comply with the Pennsylvania certification regulations, there are courses within the academic major that are required for those becoming certified. Again, students should consult with the field placement coordinator and adviser regarding course selection and sequencing.

Students preparing for certification must attain a grade point average of 2.5 or higher in courses in their major field during the two previous years and a grade of 2.7 or higher in both Education 200 and 301 in order to undertake Practice Teaching. They must also have received a positive evaluation from their cooperating teacher in Critical Issues in Education and be recommended by the director of the Education Program and the chairs of their major department.

Education

Critical Issues in Education should be taken by the end of the sophomore year, if at all possible. The Curriculum and Pedagogy Seminar will be offered during the fall semester for seniors and must precede Practice Teaching.

Practice teaching is undertaken for 12 weeks in a local school during the spring semester of the senior year. Note: Practice teaching is a commitment to be at a school for five full school days each week for those 12 weeks.

THE MINOR

The bi-college minor in Educational Studies is designed for students with education-related interests, such as plans for graduate study in education, pursuit of elementary certification after graduation, or careers that require educational expertise. A variety of positions in administration, management, policy, research and training as well as professions in health, law and social work involve using skills as an educator and knowledge about education. Because students in these or other education-related professions major in different subject areas and have different aspirations, they are encouraged to design a minor appropriate both to their major area of study and to their anticipated futures.

All minors in Educational Studies must consult with the field placement coordinator and adviser to design a coherent course of study that satisfies the requirements below:

1. Education 200. Critical Issues in Education
2. Education 310a. Defining Educational Practice (Haverford)
3. Education 311b. Field Work Seminar (Haverford)
4. One of the following psychology courses: Psychology 203. Educational Psychology; 206. Developmental Psychology; 214a. Psychology of Adolescence (Haverford); or General Programs 249b. Continuity and Change (Haverford)
5. One of the following education electives: Education 210. On the Margins; 250a. Literacies and Education (Haverford); or Education/Sociology 266. Schools in American Cities
6. One additional elective from the psychology or education courses listed above, or from the following departmental offerings:

Anthropology 209b. Anthropology of Education: State of the Debate (Haverford)

Anthropology 229. Comparative Urbanism

Chemistry 361. Research Tutorial in Physical Chemistry (Haverford)

Chemistry 363. Research Tutorial in Organic Chemistry (Haverford)

Comparative Literature 289a. Children's Literature (Haverford)

Economics 314. Economics of Poverty and Discrimination

English 285a. Disabilities: Literature, Education and Law (Haverford)

Growth and Structure of Cities 185. Urban Culture and Society

Mathematics 460f, i. Teaching Assistantship in Mathematics (Haverford)

Mathematics 480f, i. Independent Study (Haverford)

Physics 380. Supervised Work in Teaching Physics

Physics 459b. Teaching Laboratory Physics (Haverford)

Physics 460a. Association in Teaching Basic Physics (Haverford)

Sociology 235b. Class, Race, and Education (Haverford)

Sociology 258. Sociology of Education

Students must obtain permission to select another course as an elective.

THE PORTFOLIO

To synthesize their work in either the Certification Program or the Minor, students produce a portfolio that includes pieces drawn from their courses as well as other sources (volunteering, summer programs, community service, etc.). This portfolio does not earn course credit; rather, it serves as an ongoing forum through which students synthesize their studies. It is developed over the course of the student's undergraduate years and completed in the Field Work Seminar (Minor) or the Practice Teaching Seminar (Certification), which serves as the culminating experience. For each artifact selected for the portfolio, students write a one-half to one page analysis of the significance of the piece of work.

200. Critical Issues in Education A critical exploration of historical perspectives on education in the United States, philosophical conceptions of education, structures of schools and schooling, theories of learning, students' experiences, teachers' experiences, issues of race, social equity, gender, labeling, and tracking, and education as liberation. Two hours a week of field work are required. All sections of the course are limited to 25 students with priority given first to those pursuing certification or a minor in Educational Studies and then to seniors planning to teach. (Cook-Sather, Lesnick, Cohen, Division I)

210. On the Margins: Language, Power and Advocacy in Education The course explores the schooling experiences, strengths and needs of student populations frequently marginalized by their differences from the mainstream. We use a cultural perspective as well as contacts with educators, parents and students to address issues such as labeling, how (different) children learn and teachers teach, and how policies intersect with practice. Students conduct field research in school placements. Enrollment is limited to 25 with priority given to students pursuing certification or the minor in Educational Studies. (Cohen, Division I)

250a. Literacies and Education A critical exploration of what counts as literacy, who decides, and what the implications are for teaching and learning. Students explore theoretical and historical perspectives on literacy, individual experiences and constructions of literacy, literacy in different communities, and literacies that work within and against the structures of schooling. Enrollment is limited to 25 with priority given to students pursuing certification or the minor in Educational Studies. (Cook-Sather, Lesnick, Division I) *Taught at Haverford.*

266. Schools in American Cities This course examines issues, challenges and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class and culture; urban learners, teachers and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case," which students investigate through documents and school placements. Enrollment is limited to 25 with priority given to students pursuing certification or the minor in Educational Studies, and to majors in Sociology and the Growth and Structure of Cities. (Cohen, Division I; cross-listed as Sociology 266)

301. Curriculum and Pedagogy Seminar A consideration of theoretical and applied issues related to effective curriculum design, pedagogical approaches, and related issues of teaching and learning. Field work is required. Enrollment is limited to 15 with priority given

Environmental Sciences

first to students pursuing certification and second to seniors planning to teach. (Cook-Sather, Division I)

302. Practice Teaching Seminar Drawing on participants' diverse student teaching placements, this seminar invites exploration and analysis of ideas, perspectives and approaches to teaching at the middle and secondary levels. Taken concurrently with Practice Teaching. Open only to students engaged in practice teaching. (Cook-Sather, Division I)

303. Practice Teaching in Secondary Schools Supervised teaching in secondary schools (12 weeks). Two units of credit are given for this course. Open only to students preparing for state certification. (Cook-Sather)

310a. Defining Educational Practice An interdisciplinary inquiry into the work of constructing professional identities and roles in education-related contexts. Two to four hours per week of field work is required. Enrollment is limited to 20 with priority given to students pursuing the minor in Educational Studies.
(Lesnick, Division I) *Taught at Haverford.*

311b. Field Work Seminar Drawing on the diverse contexts in which participants complete their field work — from Special Education to English as a Second Language classrooms to research organizations and social service agencies, kindergarten to high school — this seminar invites exploration and analysis of ideas, perspectives and different ways of understanding what each person experiences and observes at his/her site. Four to six hours per week of fieldwork is required. Enrollment is limited to 20. Open only to students completing the minor in Educational Studies. (Lesnick, Division I) *Taught at Haverford.*

ENVIRONMENTAL SCIENCES

Director

Karen F. Greif, *Professor of Biology*

The study of environmental sciences concerns interactions taking place at the Earth's surface — the site of intersection of the geosphere, hydrosphere, atmosphere and biosphere, as well as our home as human beings. Accordingly, environmental studies are of necessity broadly multidisciplinary. Understanding the Earth's responses to local and global perturbations requires that we focus our study on the interactions between inorganic, biologic and societal processes, not only in the present day, but through history and over geologic time as well. These interactions are best viewed as a dynamic, interlinked system. Understanding the structure of this system has become one of the most important long-term problems facing society in light of humankind's increasing capacity — and increasing eagerness — to alter the environment.

The Environmental Sciences Concentration at Bryn Mawr allows students to explore the interactions between the geosphere, biosphere and human societies. The concentration, offered jointly by the Departments of Anthropology, Biology and Geology, takes the form of concentrations in each of the three departments. Thus students interested primarily in the biological aspects of environmental science may enroll in the Environmental Concentration

in Biology; whereas those more interested in the geology and issues of global climate change should enroll in the Environmental Concentration in Geology. Finally, students wishing to explore the evolution and adaptation of human societies from an environmental perspective may enroll in the Environmental Concentration in Anthropology. This structure accommodates the interdisciplinary background necessary for an environmental education while maintaining a home for the student within a more traditional field. It is anticipated that students with an environmental science concentration also will enroll in relevant courses in the social sciences and humanities, recommended below.

The Environmental Sciences Concentration and the Growth and Structure of Cities Program have recognized the extensive intersection of their interests in space, design, planning and policy, and hope to offer a formal concentration within the next two years. For the moment, students should coordinate with the major advisers in both programs.

Requirements for the Environmental Sciences Concentration in each of the three departments are structured to encourage discourse between the disciplines. All concentrators begin with introductory courses in each department, and all enroll in Principles of Ecology. From there, concentrators diverge into tracks reflecting their specialization within Anthropology, Biology, or Geology. Even within these more specialized tracks, however, an emphasis is placed on the interdisciplinary nature of environmental studies. Finally, all concentrators reconvene in a senior seminar in which they make presentations and discuss in depth a single environmental issue, set by mutual consent at the beginning of the semester, from their diverse perspectives.

The requirements listed below **replace** the major requirements of each department, listed elsewhere in the course catalog. *These are not additions to those major requirements.*

Core courses for all students in the Concentration

Required:

- Introduction to Anthropology (Anthropology 101)
- An introductory biology course: Biology majors take Biology 101, 102;
Anthropology and Geology majors may take Biology 103
- Introduction to Earth System Science and the Environment (Geology 103)
- Principles of Ecology (Biology 220)
- Senior Seminar in Environmental Sciences (Anthropology/Biology/Geology 397)

Recommended (one or more of the following):

- Principles of Economics (Economics 105)
- Urban Culture and Society (Growth and Structure of Cities 185)
- Taming the Modern Corporation (Economics 213)
- Public Finance (Economics 214)
- Environmental Economics (Economics 234)
- Comparative Political Movements: Environmentalism (Political Science 222)

The Environmental Concentration in Anthropology

Core courses listed above

Courses outside of the Anthropology Department (at least one of the following):

- Evolution (Anthropology/Biology/Geology 236)
- Biology and Public Policy (Biology 210)
- Energy, Resources and the Environment (Geology 206)
- Evolutionary Biology: Advanced Topics (Biology/Geology 336)

Environmental Sciences

Courses in the Anthropology Department

- Introduction to Anthropology (Anthropology 102)
- Human Ecology (Anthropology 203)
- History of Anthropological Theory (Anthropology 303)
- Senior Conference in Anthropology (Anthropology 398, 399)
- One ethnographic area course which focuses on the cultures of a single region
- Three additional 200- or 300-level courses in Anthropology

The Environmental Concentration in Biology

Core courses listed above

Courses outside of Biology Department:

- General Chemistry (Chemistry 101/103; 104)
- Introductory Physics (Physics 101, 102)
- Organic Chemistry (Chemistry 211, 212)

One additional course in Geology; such as:

- Natural Hazards and Human Populations (Geology 205)
- Energy, Resources and Public Policy (Geology 206)
- Ground Water, Contamination, and Remediation (Geology 313)

One additional course in Anthropology; such as:

- Human Ecology (Anthropology 203)
- Human Evolution (Anthropology 209)
- Medical Anthropology (Anthropology 210)
- Political Ecology (Anthropology 324)

Courses in Biology Department:

- Three 200 or 300-level lab courses; recommended:
 - Genetics (Biology 201)
 - Animal Physiology (Biology 303)
 - Field Ecology (Biology 308)
 - Introduction to Biochemistry (Biology 341)
- One Senior Seminar and Research Tutorial (Biology 390-395)

Recommended:

- Calculus and Analytic Geometry (Mathematics 101, 102)
- Elements of Probability and Statistics (Mathematics 104); or equivalent
- Environmental Toxicology (Biology 209)
- Biology and Public Policy (Biology 210)
- Evolution (Anthropology/Biology/Geology 236)
- Evolutionary Biology: Advanced Topics (Biology/Geology 336)
- Computational Models of Biological Organization (Bio 367)

The Environmental Concentration in Geology

Core courses listed previously

Courses outside of Geology Department:

- General Chemistry (Chemistry 101/103; 104)
- Calculus and Analytic Geometry (Mathematics 101, 102)
- One additional course in Anthropology; such as:
 - Human Ecology (Anthropology 203)
 - Human Evolution (Anthropology 209)
 - Medical Anthropology (Anthropology 210)

Political Ecology (Anthropology 324)

Courses in Geology Department:

How the Earth Works (Geology 101)

Crystallography and Optical Mineralogy (Geology 201)

Descriptive Mineralogy and Mineral Paragenesis (Geology 202)

Sedimentary Materials and Environments (Geology 205)

Two additional 300-level courses in Geology or Biology; recommended:

Geochemistry of Crystalline Rocks (Geology 301)

Low-temperature Geochemistry (Geology 302)

Advanced Sedimentary Geology (Geology 306)

Evolutionary Biology: Advanced Topics (Biology/Geology 336)

Independent Research (Geology 401)

Recommended:

Introductory Physics (Physics 101, 102)

Elements of Probability and Statistics (Mathematics 104); or equivalent

Energy, Resources and the Environment (Geology 206)

Organic Chemistry (Chemistry 211, 212)

Inorganic Chemistry (Chemistry 231)

Biology and Public Policy (Biology 210)

Evolution (Anthropology/Biology/Geology/Psychology 236)

FEMINIST AND GENDER STUDIES

Coordinators:

Anne F. Dalke, Ph.D., *Senior Lecturer in English, at Bryn Mawr College*

Raji Mohan, *Associate Professor of English, at Haverford College*

The bi-college concentration in feminist and gender studies is committed to the interdisciplinary study of women and gender. The program includes courses on women's experiences considered both historically and crossculturally, on literature by and about women, on gender roles and gender socialization, and on gender bias in attempts to account for gender differences. Students plan their programs in consultation with the feminist and gender studies coordinator on their home campus and members of the Feminist and Gender Studies Steering Committee.

Six courses distributed as follows are required for the concentration: (1) An introductory course, such as Anthropology 212, General Studies 224, or English 280. Equivalent courses at Swarthmore College or the University of Pennsylvania are also acceptable. Students may request to count other relevant introductory level courses toward this requirement. (2) The junior seminar: Interdisciplinary Perspectives on Gender (taught at Haverford in fall 2000 and at Bryn Mawr in fall 2001). (3) Four additional approved courses from at least two different departments, two of which are normally 300 level. Units of Independent Study (480) may be used to fulfill this requirement. (4) Of the six courses, no fewer than two and no more than three will also form part of the student's major. Neither a senior seminar nor a senior thesis is required for the concentration; however, with the permission of the major department, a student may choose to count toward the concentration a senior thesis with significant feminist and gender studies content. Students wishing to construct an

Feminist and Gender Studies

independent major in feminist and gender studies will have to make a proposal to the Committee on Independent Majors.

Courses in the Feminist and Gender Studies Program change from year to year. Students are advised to check the course guide at the beginning of each semester.

Feminist and gender studies courses at Bryn Mawr include:

Anthropology 106. Sex and Gender in Crosscultural Perspectives

Anthropology 222. The Politics of Identity in Central Asia

Anthropology 341. Cultural Perspectives on Human Sexuality, Marriage and Family

Anthropology 350. Advanced Topics in Gender Studies

Arts Program – Creative Writing 263. Writing Memoir

Classical and Near Eastern Archaeology 224. Women in Ancient Near East

Classical and Near Eastern Archaeology 303. Classical Bodies

Classical Studies 153. Roman Women

Classical Studies 201. Cleopatra: Images of Female Power

Comparative Literature 245. Women's Narratives in Modern Migrancy, Exile and Diaspora

East Asian Studies 186. East Asian Family and Society

English 210. Renaissance Literature: Performances of Gender

English 217. Latina/o Literature and Culture

English 246. Scribbling Sisters: Pan-African Women Writers

English 256. Marginality and Transgression in Victorian Literature

English 263. Toni Morrison and the Art of Narrative Conjure

English 280. Major Texts of the Feminist Tradition in the West: From Wollstonecraft to Woolf

English 284. Women Poets: Giving Eurydice a Voice

English 289. Lesbian and Gay Literature

English 331. Queer Theory/Queer Literature

English 354. Virginia Woolf

English 361. Transformation of the Sonnet from Petrarch to Marilyn Hacker

English 379. The African Griot(te)

English 392. National Bodies

French 201. Le chevalier, la dame et le prêtre: littérature et publics du Moyen Age

French 246. Medieval Women

French 248. Histoire des femmes en France

French 306. Libertinage et érotisme en XVIIIe siècle

French 315. Femmes écrivains du XIXe et du XXe siècle: George Sand, Colette, Simone de Beauvoir

German 320. Romancing Culture

German 321. Picturing Gender: Femininity and Masculinity in German Cinema

History 349. Topics in Comparative History: Gender, Sex and Empire

History 391. The Regulation of Sexuality in Victorian Britain

History 392. Men and Masculinity in Victorian Britain

History of Art 108. Women, Feminism and History of Art

History of Art 340. Representation of Gender and Power in Habsburg Spain
History of Art 350. Topics in Modern Art
Italian 210. Women and Opera
Italian 230. Poetics of Desire in the Lyric Poetry of Renaissance Italy and Spain
Philosophy 221. Ethics
Philosophy 252. Feminist Theory
Philosophy 322. Equality Theory
Political Science 321. Technology and Politics
Russian 260. Russian Women Authors in Translation
Sociology 201. The Study of Gender in Society
Sociology 205. Social Inequality
Sociology 217. The Family in Social Context
Sociology 225. Women in Society: The Southern Hemisphere
Sociology 345. Public Problems, Public Policy: Focus on Gender
Sociology 354. Comparative Social Movements: Power, Protest, Mobilization
Spanish 309. La representación de la mujer en la literatura española del Siglo de Oro

Feminist and gender studies courses at Haverford include:

Anthropology 204a. Anthropology of Gender
Biology 252b. Women, Medicine and Biology
Classics 217a. Gender and Sexuality in Ancient Greece
Comparative Literature/Spanish 334b. Gender Dissidence in Hispanic Writing.
Economics 224b. Women in the Labor Market
English 277b. Postcolonial Women Writers
English 278. Contemporary Women Writers
English 281. Fictions of Empire
English 301. Sex and Gender in the Middle Ages
English 347. Topics in 18th-Century British Literature
English 362. Genius and Gender in American Culture
English 363. John Brown's Body
General Programs 226a. Sex and Gender on Film
General Programs 494a. Senior Conference in Biology, Medicine and Society
History 204a. The History of American Women to 1870
History 220a. Women and Gender in Medieval Europe
History 262a. Chinese Social History: Sex, Commerce and Culture in Ming China 1368-1644
Political Science 123. American Politics: Difference and Discrimination
Religion 221a. Women and Gender in Early Christianity
Religion 330. Seminar in Religious History of African-American Women
Spanish 324b. Sexual Minorities in the Spanish-Speaking World
Spanish 352b. Evita and Her Sisters

GENERAL STUDIES

Certain courses, taught by two or more faculty members from different departments working in close cooperation, focus on areas that are not usually covered in the Bryn Mawr curriculum and provide a supplement to the areas more regularly covered; these are called general studies courses and are listed in the Course Guide under the heading of "General Studies." Courses that cut across a number of disciplines and emphasize relationships among them are cross listed and described under the departments that sponsor them.

Many general studies courses are open, without prerequisite, to all students. With the permission of the major department, they may be taken for major credit.

Current general studies courses are:

- 103. Introduction to Swahili Language and Culture** (Mshomba)
- 112. Great Questions of Russian Literature** (Allen, Division III)
- 213. Introduction to Mathematical Logic** (Weaver, Division IIQ)
- 313. Advanced Mathematical Logic** (Weaver, Division IIQ)

HEBREW AND JUDAIC STUDIES

Hebrew language instruction is available at Bryn Mawr on the elementary, intermediate and advanced levels. At Haverford, Judaic studies courses are offered by the Department of Religion. Bryn Mawr also offers courses that complement Haverford's offerings in Judaic studies. All these courses are listed in the course guide under the heading Hebrew and Judaic Studies.

001-002. Elementary Hebrew This course prepares students for reading classical religious texts as well as modern literary work. It covers grammar, composition and conversation with primary emphasis on fluency in reading as well as the development of basic conversational skills. This is a year-long course. (Rabeeya)

101-102. Readings in the Bible (Prose and Poetry) Critical reading in the book of Genesis with an emphasis on discussions related to modern commentaries. Writings of compositions on modern topics are emphasized, as well as fluent conversation in the Hebrew language. This is a year-long course. (Rabeeya)

203. Readings in the Hebrew Bible II (The Five Scrolls) The course deals with the textual and the historical development of the Five Scrolls, with special emphasis on the various Hebrew dialects in biblical and rabbinic times. Conversational Hebrew will also be conducted. (Rabeeya, Division III)

214. Introduction to Sephardic History This is a survey course that examines the formation of Sephardic Jewry in the Iberian Peninsula, the experience of Sephardic Jewry after 1492, and the maintenance of its identity in both a Jewish and non-Jewish context, including its influence on Jewish communities in Muslim lands and world Jewry. (Koelle, Division III)

215. Readings from the Margins: Sephardic and Mizrahi Literature This course will trace the history of Sephardic and Mizrahi literature in Spain, Iraq, Iran, the Arab Middle East and Israel. It will concentrate on modern and contemporary works of fiction that express the rich and complex fabric of Sephardic and Mizrahi life in the State of Israel. Readings include novels, short stories, poems and one or two films. Students will be introduced to a body of writing largely unfamiliar to most common readers, and will have the opportunity to immerse themselves in a fascinating cultural experience not frequently available in the college classroom.

(Potok, Division III; cross listed as Comparative Literature 215)

304. Advanced Hebrew: Tractate Megillah The course deals with the historical and religious aspects of Tractate Megillah. Special emphasis will be placed upon the linguistic development of rabbinic Hebrew and its connection to modern Israeli Hebrew.

(Rabeeya, Division III)

HISPANIC AND HISPANIC-AMERICAN STUDIES

Coordinator:

Enrique Sacerio-Gari, Ph.D., *Dorothy Nepper Marshall Professor of Hispanic and Hispanic-American Studies*

The program is designed for students interested in a comprehensive study of the society and culture of Spanish America or Spain or both. Students supplement a major in one of the cooperating departments (anthropology, economics, growth and structure of cities, history, history of art, Judaic studies, political science, sociology, and Spanish) with (1) Spanish 240: Hispanic Culture and Civilization, the core course for the concentration, (2) allied courses outside their major department dealing with Hispanic themes, and (3) a Senior Essay focusing on a topic that cuts across all the major areas involved.

Requirements for the concentration include: (1) competence in Spanish, to be achieved no later than the junior year. This competence may be attested either by a score of at least 675 on the Spanish Achievement test of the College Entrance Examination Board (C.E.E.B.), or by the completion of a course above the intermediate level with a grade of at least 2.0; (2) Spanish 240 and at least five other courses outside the major department and approved by the program coordinator. Students should consult with their advisers as to which courses are most appropriate for their major and special interests; some apply more to the culture of Spain, others to Spanish America; (3) a long paper or an independent project on Spain or Spanish America, to be completed in either semester of the junior year or the first semester of the senior year as part of the work for one of the courses in the major. Topics must be approved and the paper read by both the major department and the Hispanic studies coordinator; (4) a senior essay supervised by a faculty member in one of the departments participating in the concentration.

The Hispanic and Hispanic-American Studies concentration is under the general supervision of one member of the Department of Spanish. Students are admitted into the concentration at the end of their sophomore year after the submission of a plan of study, worked out by the student and her major department, which meets the requirements of the concentration.

INTERNATIONAL ECONOMIC RELATIONS

Coordinator:

Noel Farley, *Harvey Wexler Professor of Economics*

The Bryn Mawr program in International Economic Relations was developed in 1980, with the help of funds from the Exxon Education Foundation and the International Paper Foundation, to help prepare students skilled in languages for careers in international business or law. The program combines the study of international finance and economic relations with the study of the language and culture of a specific geographical area, chosen from among the French-, German-, Italian-, Russian- and Spanish-speaking regions of the world. Students in this program usually major in economics or one of the languages, but depending on prior preparation, a student may be able to complete this program while majoring in another subject.

Participants in the program must complete required course work in both economics and language, as well as meet the program's other requirements. The requirements for course work include: (1) two 200-level courses in the appropriate language (in special cases, language work done elsewhere, and worked out with a faculty representative of the appropriate language department, is accepted); and (2) Economics 105 (or 101 and 102 at Haverford), 206 and 216. The program also requires participation in one of the designated summer programs for the study of advanced language, area studies and international finance. These programs involve course work and, in some cases, a work-related internship. The summer program is normally taken following the junior year, but may be taken at another time if the student has fulfilled the program's other requirements. An interview may be required to make a final determination of the language competency of the student before acceptance in the summer program.

Students interested in this program should consult with Professor Farley as early as possible in their undergraduate career.

LINGUISTICS

Coordinator:

Donna Jo Napoli, *Professor of Linguistics, at Swarthmore College*

Bryn Mawr College students may take advantage of courses offered by the Department of Linguistics at Swarthmore College. Students interested in majoring in linguistics may do so via the Independent Major Program (see page 57). Such students must meet the requirements set by the Independent Major Program at Bryn Mawr.

Linguistics is the study of language. On the most general level it deals with the internal structure of language, the history of the development of language, the information language can give us about the human mind, and the roles language plays in influencing the entire spectrum of human activity.

The relevance of linguistics to the disciplines of anthropology, language study, philosophy, psychology and sociology has been recognized for a long time. But recently a knowledge of linguistics has become important to a much wider range of activities in today's world. It is a basic tool in artificial intelligence. It is increasingly a valuable tool in literary analysis. It is fundamental to an understanding of communication skills and cognitive science. And, because the very nature of modern linguistic inquiry is to build arguments for particular analyses, the study of linguistics gives the student finely-honed argumentation skills, which stand in good stead in careers in business, law and other professions where such skills are crucial.

Courses offered at Swarthmore College include the following, plus advanced seminars:

Caribbean and French Civilizations and Cultures *Not offered in 2000-01*

Discourse Analysis *Fall 2000*

Evolution, Culture and Creativity *Fall 2000*

Exploring Acoustics *Not offered in 2000-01*

Historical and Comparative Linguistics *Not offered in 2000-01*

History of the Russian Language *Not offered in 2000-01*

Intermediate Syntax and Semantics *Not offered in 2000-01*

Introduction to Classical Chinese *Not offered in 2000-01*

Introduction to Language and Linguistics *Fall 2000 and spring 2001*

Language and Meaning *Not offered in 2000-01*

Language, Culture and Society *Fall 2000*

Languages of the World *Fall 2000*

Morphology and the Lexicon *Fall 2000*

Movement and Cognition *Spring 2001*

Old English/History of the Language *Not offered in 2000-01*

Oral and Written Language *Not offered in 2000-01*

Phonetics and Phonology *Fall 2000*

Psychology of Language *Fall 2000*

Semantics *Spring 2001*

Seminar in Phonology: Optimality Theory *Spring 2001*

Structure of a Non Indo-European Language: Navajo *Spring 2001*

Structure of American Sign Language *Not offered in 2000-01*

Syntax *Fall 2000*

Translation Workshop *Not offered in 2000-01*

Writing Systems, Decipherment and Cryptography *Not offered in 2000-01*

NEURAL AND BEHAVIORAL SCIENCES

Professors:

Karen F. Greif, Ph.D., *Professor of Biology*

Paul Grobstein, Ph.D., *Eleanor A. Bliss Professor of Biology*

Margaret A. Hollyday, Ph.D., *Professor of Biology and Psychology* (on leave, 2000-01)

Leslie Rescorla, Ph.D., *Professor of Psychology and Director of the Child Study Institute*

Earl Thomas, Ph.D., *Professor of Psychology and Concentration Adviser for Psychology*

Associate Professors:

Peter D. Brodfuehrer, Ph.D., *Associate Professor of Biology, Chair of the Undergraduate Neural and Behavioral Sciences Committee, and Concentration Adviser for Biology*

Deepak Kumar, Ph.D., *Associate Professor of Computer Science* (on leave, semester II 2000-01)

Assistant Professors:

Kimberly Wright Cassidy, Ph.D., *Assistant Professor of Psychology on the Rosalyn R. Schwartz Lectureship* (on leave, semester I 2000-01)

Wendy F. Sternberg, Ph.D., *Assistant Professor of Psychology and Concentration Adviser for Psychology, at Haverford College*

Anjali Thapar, Ph.D. *Assistant Professor of Psychology* (on leave, semester II 2000-01)

The desire to understand human and animal behavior in terms of nervous system structure and function is long standing. Historically, this task has been approached from a variety of disciplines including medicine, biology, psychology and physiology. The field of neuroscience emerged as an interdisciplinary approach, combining techniques and perspectives from these disciplines to yield new insights into the workings of the nervous system and behavior.

The concentration in the neural and behavioral sciences is designed to allow students to pursue a course of studies in behavior and the nervous system across disciplines traditionally represented at Bryn Mawr. The program is currently administered by the Departments of Biology and Psychology at Bryn Mawr and the Department of Psychology at Haverford College. Students undertaking the concentration must major in one of these three departments.

The concentration consists of two components. Students must satisfy the requirements of the department in which they major, with appropriate modifications related to the concentration (consult departmental advisers listed above). For the concentration itself, students must take a series of courses that represent the background in the neural and behavioral sciences and other sciences common to all approaches to the nervous system and behavior. All students, regardless of major, must fulfill the requirements of the core program.

Core requirements for the concentration are:

1. A minimum of one semester of introductory psychology with laboratory.
2. A minimum of one semester of introductory biology with laboratory.
3. Biology 202 (Neurobiology and Behavior at Bryn Mawr)

Bryn Mawr College

4. A minimum of one semester of relevant course work at the 200 level or above, taken outside the major department.
5. Two semesters of senior research (Biology 401, Psychology 401 at Bryn Mawr)
6. Senior Seminar for concentrators (Biology 396, Psychology 396 at Bryn Mawr)
7. At least one advanced course in neural and behavioral sciences chosen (with the approval of the concentration adviser) from the courses listed below:

Biology at Bryn Mawr

- 271. Developmental Biology**
- 303. Animal Physiology**
- 304. Cell and Molecular Neurobiology**
- 322. Neurochemistry**
- 329. Elements of Mathematical Biology**
- 336. Evolutionary Biology: Advanced Topics**
- 367. Computational Models of Biological Organization**

Computer Science at Bryn Mawr

- 372. Introduction to Artificial Intelligence**
- 380. Recent Advances in Computer Science**

Psychology at Bryn Mawr

- 212. Human Cognition**
- 218. Behavioral Neuroscience**
- 323. Cognitive Neuroscience: Human Memory**
- 350. Developmental Cognitive Disorders**
- 351. Developmental Psychopathology**
- 395. Psychopharmacology**
- 397. Laboratory Methods in the Brain and Behavioral Sciences**

Psychology at Haverford

- 217. Biological Psychology**
- 221. Primate Origins of Society**
- 350. Biopsychology of Stress**

PEACE AND CONFLICT STUDIES

Coordinator:

Marc Howard Ross, Ph.D., *William R. Kenan Jr. Professor of Political Science*

Martin Hébert, Ph.D., *Assistant Professor of Peace and Conflict Studies and Anthropology,
at Haverford College*

The goal of the bi-college concentration is to help focus students' coursework around specific areas of interest central to peace and conflict studies. The concentration is composed of a six-course cluster centering around conflict and cooperation within and between nations. Of these six courses, at least two and no more than three may be in the student's major. Peace and conflict studies draws upon the long-standing interest in war, conflict and peacemaking, and social justice, as well as questions associated with the fields of anthropology, economics, history, political science, social psychology and sociology. It draws on these fields for theoretical understandings of matters such as bargaining, internal causes of conflict, cooperative and competitive strategies of negotiation, intergroup relations, and the role of institutions in conflict management.

Students meet with the coordinator in the spring of their sophomore year to work out a plan for the concentration. All concentrators are required to take three core courses: the introductory course, General Programs 111a; either Political Science 206 or 247b; and Political Science 347. It is advised that concentrators complete at least two of these three courses by the end of their junior year.

Students are required to take three additional courses chosen in consultation with the coordinator, working out a plan that focuses this second half of their concentration regionally, conceptually or around a particular substantive problem. These courses might include: international conflict and resolution; ethnic conflict in general or in a specific region of the world (e.g. South Africa, the Middle East, Northern Ireland); a theoretical approach to the field, such as nonviolence, bargaining or game theory; an applied approach, such as reducing violence among youth, the arts and peacemaking, community mediation or labor relations.

Peace and Conflict Studies courses at Bryn Mawr include:

Anthropology 201. Philosophy of Social Science: Introduction to Cultural Analysis

History 319. Topics in Modern European History

History 349. Topics in Comparative History

Philosophy 210. Philosophy of Social Science: Introduction to Cultural Analysis

Philosophy 323. Culture and Interpretation

Political Science 141. Introduction to International Politics

Political Science 206. Conflict and Conflict Management: A Crosscultural Approach

Political Science 241. The Politics of International Law and Institutions

Political Science 316. The Politics of Ethnic, Racial and National Groups

Political Science 347. Advanced Issues in Peace and Conflict Studies

Political Science 348. Culture and Ethnic Conflict
Political Science 391. International Political Economy
Psychology 208. Social Psychology
Sociology 205. Social Inequality
Sociology 212. Sociology of Poverty
Sociology 355. Marginals and Outsiders: The Sociology of Deviance

Peace and Conflict Studies courses at Haverford include:

Anthropology 257b. Ethnic Conflict
Biology 221a. The Primate Origins of Society
Economics 100. The Economics of Public Policy
Economics 226e. Economic Policy Reform in Developing Countries
Economics 232b. Economics and Sociology of Urban Black America
General Programs 101a. Introduction to African Studies
General Programs 111a. Peace and Conflict Studies
History 357a. Topics in Modern Europe: Nationalism
Philosophy 352b. Topics in Philosophy of Language: Metaphor, Meaning and the Dialogical Mind
Philosophy 356a. Topics in Social and Political Philosophy: Race and American Democracy
Political Science 141a. International Politics
Political Science 235a. African Politics, National and International
Political Science 236b. Contemporary U.S. Foreign Policy, Process and Purpose: Africa
Political Science 245a. The State System
Political Science 246b. The Politics of International Institutions
Political Science 247b. Managing Conflict Organizations and Nations
Political Science 253a. Comparative Communal Politics: Ethnicity, Religion and Nationalism
Psychology 220a. Individuals in Groups and Society

SCHOLARSHIP FUNDS AND PRIZES

The scholarships and prizes listed below have been made available to able and deserving students through the generosity of alumnae/i and friends of the College. Many of them represent the income on endowed funds which in some cases is supplemented by an additional grant, usually taken from expendable gifts from alumnae/i and parents. A student requesting aid does not apply to a particular fund but is considered for all awards administered by the College for which she is qualified.

The Alumnae Regional Scholarship program is the largest single contributor to Bryn Mawr's scholarship awards. In addition to providing funds for the College's financial aid program, alumnae select Regional Scholars to receive \$2,000 research stipends for projects of their choice. This honor carries with it special significance as an award for both academic and personal excellence.

An outstanding scholarship program has been established by the National Merit Scholarship Corporation, and several large corporations sponsor scholarship programs for children of employees. In addition to the generous awards made by these companies there are many others made by foundations and by individual and professional groups. Some of these are regional in designation. Students are urged to consult their schools and community agencies for information in regard to such opportunities.

Bryn Mawr College participates as a sponsor in the National Achievement Scholarship program. As sponsor, the College awards several scholarships through the National Merit Corporation. National Achievement finalists who have indicated that Bryn Mawr is their first choice among institutions will be referred to the College for consideration for this award.

SCHOLARSHIP FUNDS

The Mary L. Jobe Akeley Scholarship Fund was established by bequest of Mary L. Jobe Akeley. It is for undergraduate scholarships with preference being given to students from Ohio. (1967)

The Warren Akin IV Scholarship Fund was established by gifts from Mr. and Mrs. Warren Akin (father) and Mr. and Mrs. William Morgan Akin (brother) of Warren Akin IV, M.A. '71, Ph.D. '75. The Fund is to be used for Bryn Mawr students, with preference given to graduate students in English. (1984)

The George I. Alden Scholarship Fund was established with a challenge grant of 3:1 from the George I. Alden Trust. The College successfully met the goal of \$225,000 raised from alumnae and friends to secure the grant of \$75,000. The Fund supports need-based scholarships for students from Massachusetts. (2000)

The Alumnae Bequest Scholarship Fund was established by bequests received for scholarships from alumnae of the College. (1965)

Alumnae Regional Scholarships are available to students in all parts of the United States. These scholarships, raised by alumnae, vary in amount and may be renewed each year.

Bryn Mawr College

The Marion Louise Ament Scholarship Fund was established by bequest of Berkley Neustadt in honor of his daughter Marion Louise Ament '44. (1966)

The Evangeline Walker Andrews May Day Scholarship was established by bequest of Evangeline Walker Andrews, Class of 1893. The income from this Fund is to be used for undergraduate scholarships in the Department of English. Mrs. Andrews originated the Bryn Mawr May Day, which was first held in 1900. (1963)

The Constance M. K. Applebee Scholarship Fund was established by a bequest under the will of Constance M. K. Applebee, the first director of physical education at Bryn Mawr. Preference is to be given to students in physical education classes. (1981)

The Edith Heyward Ashley and Mabel Pierce Ashley Scholarship Fund was founded by bequest of Mabel Pierce Ashley '10 and increased by bequest of Edith Heyward Ashley '05. The income is to be awarded as scholarships to undergraduate students majoring in history or English. (1963)

The Johanna M. Atkiss Scholarship Fund was established with a pledge from Ruth T. Atkiss '36 in memory of her mother. The Fund supports scholarships to graduates of Girl's High School, the Masterman School or a Philadelphia-area public high school (in that order of preference). (1999)

The Mildred P. Bach Fund was established by a bequest of Mildred P. Bach '26 to provide scholarship support for resident students. (1992)

The William O. and Carole P. Bailey Fund for Russian Studies was established by Carole Parsons Bailey '61 and William O. Bailey to support various activities of the Department of Russian, including undergraduate scholarships, teaching, research and the acquisition of library materials. (1995)

The Elizabeth Congdon Barron Scholarship Fund was founded by the bequest of Elizabeth Congdon Barron '02 "for the general purposes of the College." Through gifts from her husband, Alexander J. Barron, the Fund was increased and the Elizabeth Congdon Barron Scholarship Fund was established. (1960)

The Florence Bascom Fund was established by bequest of Eleanor Lorenz '18 to honor the College's first professor of geology. The income from this Fund provides fellowship and scholarship monies for the Department of Geology. (1988)

The Fannie Beasley Scholarship Fund was established by a bequest of Chauncey H. Beasley, husband of Fannie Robb Carvin Beasley '26, for undergraduate scholarships. (1996)

The Edith Schmid Beck Scholarship Fund was established by Edith Schmid Beck '44. The income from this Fund will support undergraduate scholarships for students who have shown a commitment to working toward international peace and justice. (1999)

Scholarships and Prizes

The Beekey Scholarship Fund was established by Lois E. Beekey '55, Sara Beekey Pfaffenroth '63 and Mrs. Cyrus E. Beekey. The income is awarded annually to a student majoring in a modern foreign language or in English. (1985)

The Deborah L. Berkman and Marshall L. Berkman Scholarship Fund was established by Deborah Levy Berkman '59 and the family of Marshall Berkman through the Fair Oaks Foundation, as well as through a matching gift from the GE Fund. The Fund provides scholarship support. (1995)

The Elizabeth P. Bigelow Memorial Scholarship Fund was established by gifts from Mrs. Henry P. Bigelow in memory of her daughter, Elizabeth P. Bigelow, who graduated *cum laude* in 1930. (1960)

The Star K. Bloom and Estan J. Bloom Scholarship Fund was established by a gift from Star K. Bloom '60 and her husband, Estan J. Bloom. The income is to be awarded to academically superior students from the southern part of the United States with preference being given to residents of Alabama. (1976)

The Virginia Burdick Blumberg Scholarship Fund was established by the College with the bequest of Virginia Burdick Blumberg '31 to provide financial support for undergraduates. (1998)

The Book Shop Scholarships are awarded annually from the income from the Book Shop Fund. (1947)

The 1967 College Bowl Scholarship Fund of \$16,000 was established by the Bryn Mawr College team from its winnings on the General Electric College Bowl television program. The scholarship grants were donated by the General Electric Company and by Seventeen Magazine and supplemented by gifts from the directors of the College. The members of the team were Ashley Doherty '71, Ruth Gais '68, Robin Johnson '69 and Diane Ostheim '69. Income from this Fund is awarded to an entering freshman in need of assistance. (1968)

The Norma L. and John Bowles ARCS Endowment for the Sciences was established by a gift from Norma Landwehr Bowles '42. This Endowment supports a student, fellow or lecturer in the sciences who is an American citizen. The award is administered in accordance with the interests of the Achievement Research for College Students Foundation, which seeks to encourage young women to pursue careers in the sciences. (1987)

The James W. Broughton and Emma Hendricks Broughton Scholarship Fund was established by a bequest from the estate of Mildred Hendricks Broughton '39 in honor of her parents. The students selected for such financial aid shall be from the Midwestern part of the United States. (1972)

The Abby Slade Brayton Durfee and Mary Brayton Durfee Brown Scholarship Fund was founded in honor of Abby Slade Brayton Durfee by bequest of her husband Randall N. Durfee. Mrs. Charles Bennett Brown '30 and Randall N. Durfee Jr., have added to the Fund. Preference is given to candidates of English or American descent and to descendants of the Class of 1894. (1924)

Bryn Mawr College

The Hannah Brusstar Memorial Scholarship was established by a bequest from the estate of Margaret E. Brusstar '03. The income from the Fund is to be awarded annually to an undergraduate student who shows unusual ability in mathematics. (1976)

The Bryn Mawr Alumnae Physicians Fund for Premedical Students was established under the sponsorship of two alumnae directors of the College. The income from this Fund is to provide a flexible source of financial help to women at Bryn Mawr who have decided to enter medicine, whether or not they choose to major in physical sciences. (1975)

Bryn Mawr at the Tenth Decade. This pooled fund was established in the course of the Tenth Decade Campaign for those who wished to contribute to endowment for undergraduate student aid. (1973)

The Bryn Mawr Club of Princeton Scholarship was established by the alumnae of the Bryn Mawr Club of Princeton to support undergraduate scholarships, with preference given to undergraduates from New Jersey. In 1997, the description of the fund was amended at the request of the Bryn Mawr Club of Princeton to also provide support to graduate students from the Graduate School of Arts and Sciences and Graduate School of Social Work and Social Research. (1974)

The Jacob Fussell Byrnes and Mary Byrnes Fund was established in memory of her mother and father by a bequest under the will of Esther Fussell Byrnes, A.B. 1891, M.A. 1894, Ph.D. 1898. (1948)

The Sophia Sonne Campbell Scholarship Fund was established by a bequest of Sophia Sonne Campbell '51. (1973)

The Mariam Coffin Canaday Scholarship Fund was established by a gift from the Ward M. and Mariam C. Canaday Educational and Charitable Trust. The income from this Fund is to provide scholarships with preference given to students from Toledo, Ohio, or from District VI of the Alumnae Association. (1962)

The Antoinette Cannon Memorial Scholarship Fund was established by a gift from Janet Thornton '05 in memory of her friend Antoinette Cannon '07. (1963)

The Jeannette Peabody Cannon Memorial Scholarship Fund was established in memory of Jeannette Peabody Cannon '19 through the efforts of the New England Alumnae Regional Scholarship Committee, of which she was a member for 20 years. The Scholarship is awarded every three years on the nomination of the Alumnae Scholarship Committee to a promising member of the freshman class, resident of New England, who needs financial assistance. The Scholarship may be held during the remaining three years of her college course provided a high standard is maintained. In 1962 the Fund was increased by a generous gift from Charlotte Farquhar Wing of New Haven. (1949)

The Susan Shober Carey Memorial Fund was founded in memory of Susan Shober Carey by gifts from the Class of 1925 and is awarded annually by the president. (1931)

Scholarships and Prizes

The Florence and Dorothy Child Memorial Scholarship of Bryn Mawr College was founded by bequest of Florence C. Child '05. The income from this fund is to be used for the residence fees of students who, without such assistance, would be unable to live in the halls. Preference is to be given to graduates of the Agnes Irwin School and to members of the Society of Friends. If no suitable applicants are available in these two groups, the scholarship aid will then be assigned by the College to students who could not live in residence halls without such assistance and who are not holding other scholarships. (1958)

The Augusta D. Childs Scholarship Fund was established by bequest from the estate of Augusta D. Childs. (1970)

The Jacob Orie and Elizabeth S. M. Clarke Memorial Scholarship was established by bequest from the estate of Elizabeth Clarke and is awarded annually to a student born in the United States or any of its territories. (1948)

The Class of 1903 Scholarship Fund was established by a gift on the occasion of the 50th reunion of the class. The income from this Fund is to be awarded annually to a member of the freshman, sophomore or junior class for use in the sophomore, junior, or senior years. (1953)

The Class of 1922 Memorial Scholarship Fund was established at the suggestion of members of the Class of 1922 as a perpetual class fund to which members of the class can continue to contribute. (1972)

The Class of 1939 Memorial Fund was established by the Class of 1939 to provide unrestricted scholarship support. (1985)

The Class of 1943 Scholarship Fund was established by gifts from the James H. and Alice I. Goulder Foundation, Inc., of which Alice Ireman Goulder '43 and her husband are officers. Members of the Class of 1943 and others add to the Fund, which continues to grow, and it is hoped that eventually the yearly income will provide full scholarship aid for one or more students at Bryn Mawr. (1974)

The Class of 1944 Memorial Scholarship Fund was established by the Class of 1944 in memory of Jean Mungall and other deceased classmates. (1959)

The Class of 1958 Scholarship Fund was established by the Class of 1958 on the occasion of the 40th reunion of the class to provide undergraduate scholarship support. (1998)

The Julia Cope Collins Scholarship was established by bequest from the estate of Julia Cope Collins, Class of 1889. (1959)

The Alice Perkins Coville Scholarship Fund was established by Agnes Frances Perkins, Class of 1898, in honor of her sister, Alice Perkins Coville. (1948)

The Regina Katharine Crandall Scholarship was established by a group of her students as a tribute to Regina Katharine Crandall, Margaret Kingsland Haskell Professor of English Composition from 1918 to 1933. The income from this fund is awarded to a sophomore,

junior or senior who in her written English has shown ability and promise and who needs assistance to continue her college work. (1950)

The Louise Hodges Crenshaw Memorial Scholarship Fund. The Army Emergency Relief Board of Managers approved a gift of \$10,000 representing a part of a bequest to them from Evelyn Hodges, Mrs. Crenshaw's sister. The income is to be used to provide scholarships for dependent children of Army members meeting A.E.R. eligibility requirements. (1978)

The Raymond E. and Hilda Buttenwieser Crist '20 Scholarship Fund was established by Raymond E. Crist to provide scholarship support for incoming or returning students who have financial need and are academically outstanding. (1989)

The Annie Lawrie Fabens Crozier Scholarship Award was established by a gift from Mr. and Mrs. Abbott P. Usher in memory of Mrs. Usher's daughter, Annie Lawrie Fabens Crozier '51. The Scholarship is to be awarded to a junior or senior of distinction who is majoring in English. (1960)

The Rebecca Taylor Mattson Darlington Scholarship Fund was established by members of her family in memory of Rebecca Taylor Mattson Darlington, Class of 1896. (1968)

The Louise Dickey Davison Fund was established by R. John Davison and Roderic H. Davison in memory of Louise Dickey Davison '37, M.A. '38. The Fund provides undergraduate financial aid support, with preference to students in Classical and Near Eastern Archaeology or Classics. (1995)

The Frances de Graaff Memorial Scholarship Fund was established with gifts from family and friends of Frances de Graaff, Professor Emeritus of Russian, to establish a fund in her memory. The Fund supports study abroad for undergraduate or graduate students in Russian. (1999)

The E. Merrick Dodd and Winifred H. Dodd Scholarship Fund was established by bequest of Dr. and Mrs. Dodd. (1953)

The Dolphin Scholarship is a full-tuition, four-year scholarship for an outstanding student from the New York City public schools, made possible by an anonymous donor. (1984)

The Josephine Devigne Donovan Memorial Fund was established from gifts from the family and friends of Josephine Devigne Donovan '38, in her memory. It provides scholarship support for an undergraduate studying in France during her junior year. (1996)

The Lincoln and Clarissa Dryden Fund for Paleontology was established by Clarissa Dryden '32, M.A. '35. This endowed Fund supports activities in paleontology, including research, education, travel and undergraduate financial aid. Preference for financial aid is to be given to students in paleontology, geology, environmental studies and archaeology. (1995)

Scholarships and Prizes

The Ida L. Edlin Scholarship Fund was established by a bequest from the estate of Ida L. Edlin. The income is to be used for scholarships for deserving students in fine arts or humanities. (1976)

The Ellen Silberblatt Edwards Scholarship Fund was established by friends, family and classmates of Ellen Silberblatt Edwards '64 to honor her memory. The Scholarship is to be awarded to an entering student, preferably from New York City, whose promise of success at Bryn Mawr is not necessarily shown in conventional ways. (1994)

The Evelyn Flower Morris Cope and Jacqueline Pascal Morris Evans Memorial Scholarship was established by Edward W. Evans in memory of Evelyn Flower Morris Cope '03 and Jacqueline Pascal Morris Evans '08. The fund provides unrestricted scholarship support. (1958)

The Ellen Winsor and Rebecca Winsor Evans Memorial Scholarship Fund was established by bequests by both Ellen Winsor and Rebecca Winsor Evans. The Scholarship is to be awarded to a resident African-American student. (1959)

The Faculty/Staff Minority Scholarship Fund was established by gifts received from faculty and staff members in response to an appeal issued during the Campaign for Bryn Mawr to support scholarship aid for minority undergraduates. (1998)

The Marguerite N. Farley Scholarship Fund was established by a bequest of Marguerite N. Farley with preference to be given to foreign students. (1956)

The Helen Feldman Scholarship Fund was established by the Class of 1968 at their graduation and friends of Helen Feldman '68. The income from this Fund is to be used to support summer study in the Soviet Union. (1968)

The Donita Ferguson Scholarship Fund was established by a bequest from the estate of Donita Ferguson Borden '32. The Fund provides unrestricted scholarship support. (1987)

The Frances C. Ferris Scholarship Fund was established by a bequest from the estate of Frances C. Ferris. The income from this Fund is to be used to assist Friends who would otherwise be unable to attend Bryn Mawr College. (1977)

The Anna Long Flanagan Scholarship Fund was established by a gift from Anna Long Flanagan '06 on the occasion of the 55th reunion of the class. The income is to be used to provide scholarships for Protestant students. (1961)

The Reginald S. and Julia W. Fleet Foundation Scholarship Fund was established by gifts from the Reginald S. and Julia W. Fleet Foundation. (1974)

The Alice Downing Hart Floyd Scholarship Fund was established by a bequest from the estate of Olive Floyd '22. The Scholarship is awarded for four years to a student with high academic potential and achievement and a well-rounded personality, preferably from New England. (1986)

Bryn Mawr College

The Cora B. Fohs and F. Julius Fohs Perpetual Scholarship Fund was established by a gift from the Fohs Foundation. (1965)

The Folly Ranch Fund was established by an anonymous gift, the income from which is to be used for graduate and undergraduate scholarships in honor of Eleanor Donnelley Erdman '21, Clarissa Donnelley Haffner '21, Elizabeth P. Taylor '21 and Jean T. Palmer '24. (1974)

The William Franklin Scholarship Fund was established by a bequest from Susan B. Franklin, Class of 1889. The income from this Fund is to be used for scholarships for deserving girls, preference being given whenever possible to girls from the Rogers High School, Newport, Rhode Island. (1957)

The Edgar M. Funkhouser Memorial Scholarship Fund was established from his estate by Anne Funkhouser Francis '33. Awards may vary in amount up to full tuition and be tenable for four years, preference being given first to residents of southwest Virginia, and thereafter to students from District IV eligible for aid in any undergraduate year. (1964)

The Helen Hartman Gemmill Fund for Financial Aid was established by a bequest from Helen Hartman Gemmill '38 to support undergraduate scholarships. (1999)

The Helen Hartman Gemmill Scholarship for students majoring in English has been funded by the Warwick Foundation since 1967. In addition, Helen Hartman Gemmill '38 made a gift on the occasion of her fortieth reunion to establish an endowed fund for undergraduate scholarships. (1978)

The Hazel Goldmark Fund was established by the family of Hazel Seligman Goldmark '30 with a gift from Hazel Goldmark's estate. Although she did not provide for the College in her will, Mrs. Goldmark told her daughters of her wish to give a gift to Bryn Mawr. Because she worked for many years in the New York Bryn Mawr Bookstore to raise money for scholarships, the College administration recommended that the gift be used for financial aid for students. (1991)

The Barbara and Arturo Gomez Scholarship Fund was established by Barbara Baer Gomez '43, MA '44, and her husband, Arturo Gomez, to provide scholarship assistance to Mexican undergraduates. (1996)

The Phyllis Goodhart Gordan Scholarship Fund was established by gifts from the Class of 1935 in honor of Phyllis Goodhart Gordan '35. The Fund is used to support scholarships with preference given to students in the languages. (1985)

The Michel Guggenheim Scholarship Fund was established by friends of Michel Guggenheim to honor him on the occasion of his retirement. The Fund will support scholarships for students attending the Institut d'Etudes Françaises d'Avignon. (1998)

The Habsburg, Feldman Scholarship Fund was established by Habsburg, Feldman Fine Art Auctioneers to support scholarship aid for students who demonstrate excellence in the study of history of art. (1990)

Scholarships and Prizes

The Edith Rockwell Hall Scholarship Fund was established by a bequest from the estate of Florence R. Hall in memory of her sister Edith Rockwell Hall, Class of 1892. (1977)

The Anna Hallowell Memorial Scholarship was founded in memory of Anna Hallowell by her family. The income is awarded annually to the junior in need of aid who has the highest academic record. (1912)

The Alice Ferree Hayt Memorial Prize was established by a bequest from the estate of Effie Todd Hayt in memory of her daughter, Alice Ferree Hayt. The income of the fund is to be awarded annually to one or more students of the College in need of financial assistance for their personal use. (1977)

The Nora M. and Patrick J. Healy Scholarship Fund was established when family and friends of Patrick Healy, father of Margaret (Ph.D. '69) and Nora (M.S.S. '73), made gifts to the Nora M. Healy Fund in his memory. The Nora M. Healy Fund was established in 1982 with memorial gifts received for Mrs. Healy, Patrick's wife. The purpose of the Fund is financial aid for students with preference given to students from either of the graduate schools. (1989)

The William Randolph Hearst Scholarship for Minority Students was established by grants from The Hearst Foundation, Inc. to endow an undergraduate scholarship fund for minority students. (1992)

The Katharine Hepburn Scholarship, first given for the year 1969-70, is awarded annually in honor of Katharine Hepburn '28 to a student interested in the study of drama and motion pictures and in the cultivation of English diction and literary appreciation. (1952)

The Katharine Houghton Hepburn Memorial Scholarship was given in memory of Katharine Houghton Hepburn, Class of 1900. The income from this fund is awarded for the junior or senior year to a student or students who have demonstrated both ability in her or their chosen field and independence of mind and spirit. (1958)

The Annemarie Bettmann Holborn Fund was established by Hanna Holborn Gray '50 and her husband, Charles Gray, in honor of Mrs. Gray's mother, Annemarie Bettmann Holborn. The income from the Fund is to be used for scholarship and fellowship aid to undergraduate or graduate students in the field of classics, including classical archaeology. (1991)

The George Bates Hopkins Memorial Scholarships were founded by a gift from Mrs. Elizabeth Hopkins Johnson in memory of her father. Preference is given to students of music and, in default of these, to students majoring in history and thereafter to students in other departments. (1921)

The Maria Hopper Scholarships, two in number, were founded by bequest under the will of Maria Hopper of Philadelphia and are awarded annually. The income from this fund is used for aid to sophomores. (1901)

The Leila Houghteling Memorial Scholarship Fund was founded in memory of Leila Houghteling '11 by members of her family and a group of her contemporaries. It is awarded

every three years on the nomination of the Alumnae Scholarship and Loan Fund Committee to a member of the freshman class and is held during the remaining three years of her college course. (1929)

The Shippen Huidekoper Scholarship Fund was established by an anonymous gift. The income is awarded annually on the nomination of the president. (1936)

The Evelyn Hunt Scholarships, two in number, were founded in memory of Evelyn Hunt by a bequest under the will of Evelyn Ramsey Hunt, Class of 1898. (1931)

The Lillia Babbitt Hyde Scholarship Fund was established by gifts from the Lillia Babbitt Hyde Foundation to establish the Lillia Babbitt Hyde Scholarship for award, in so far as possible, to students whose major subject will lead to a medical education or a scientific education in chemistry. (1963)

The Jane Lilley Ireson Scholarship was established by a bequest of Jennie E. Ireson in honor of her mother, Jane Lilley Ireson. The income from this fund is awarded to worthy students who require financial assistance. (1959)

The Alice Schlosberg Isador Fund for the Study of French was established by Alice Schlosberg Isador to provide support for a meritorious and needy student of French who is interested in teaching, to study abroad in the summer at the Institut d'Etudes Françaises d'Avignon or an accredited Junior Year Abroad Program during the academic year. (1995)

The Alice Day Jackson Scholarship Fund was given by the late Percy Jackson in memory of his wife, Alice Day Jackson '02. The income from this Fund is awarded annually to an entering student. (1930)

The Elizabeth Bethune Higginson Jackson Scholarship Fund was established by gifts in memory of Elizabeth Bethune Higginson Jackson, Class of 1897, by members of her family and friends. The income from the Fund is to be used for scholarships for undergraduate students as determined by the College Scholarship Committee. (1974)

The E. Wheeler and Florence Jenkins Scholarship Fund was established by a bequest of Dorothy DeG. Jenkins '20 in memory of her parents. The Fund is used for scholarships, with preference given to students in the Departments of Mathematics or Physics. (1981)

The Henrietta C. Jennings Scholarship Fund was established with remainder interest of a Living Income Agreement provided by Henrietta C. Jennings. (1984)

The Pauline Jones Scholarship Fund was established by friends, students, and colleagues in honor of Pauline Jones '35 upon the occasion of her retirement after five decades of service to the College. The Fund provides financial aid to either undergraduate French majors or graduate students in French. (1985)

The Kate Kaiser Scholarship Fund was established by Ruth Kaiser Nelson '58 in honor of her mother, Kate Kaiser. The Fund provides scholarship support, with preference given to non-traditional-age students. (1991)

Scholarships and Prizes

The Sue Mead Kaiser Scholarship Fund was established by the alumnae of the Bryn Mawr Club of Northern California and other individuals in memory of Sue Mead Kaiser '31. (1974)

The Kathryn M. Kalbfleisch and George C. Kalbfleisch Scholarship Fund was established under the will of Kathryn M. Kalbfleisch '24. (1972)

The Alice Lovell Kellogg Fund was founded by a bequest by Alice Lovell Kellogg '03 to provide scholarships for deserving students. (1965)

The Minnie Murdoch Kendrick Memorial Scholarship, tenable for four years, was founded by bequest of George W. Kendrick Jr., in memory of his wife. It is awarded every four years to a candidate nominated by the Alumnae Association from the Philadelphia High School for Girls. (1916)

The Misses Kirk Scholarship Fund was founded in honor of the Misses Kirk by the Alumnae Association of the Kirk School in Bryn Mawr. (1929)

The Catharine J. Korman Scholarship Fund was established by a bequest from the estate of Catharine J. Korman '17 to provide unrestricted scholarship support. (1986)

The Laura Schlageter Krause Scholarship Fund was established by the gift of Laura Schlageter Krause '43 to provide financial support for undergraduates in the humanities. (1998)

The Charlotte Louise Belshe Kress Scholarship Fund was established by bequest of Paul F. Kress in memory of his wife, Charlotte Louise Belshe Kress '54. The Scholarship is to be awarded to an undergraduate. (1994)

The Ida E. Richardson, Alice H. Richardson and Edward P. Langley Scholarship Fund was established by bequest under the will of Edward P. Langley. (1969)

The Minor W. Latham Scholarship Fund was established by a bequest from the estate of John C. Latham in memory of his sister, Minor W. Latham, a graduate student at Bryn Mawr in 1904. The scholarships provide tuition, living expenses and extras for one or more financially-needy students from the South who will be or are majoring in English literature. (1984)

The Marguerite Lehr Scholarship Fund was established through gifts made by former students and friends of Marguerite Lehr, Ph.D. '25, a member of the Bryn Mawr faculty from 1924 to 1967. The income from this Fund supports needy undergraduate students who have demonstrated excellence in the field of mathematics. (1988)

The Clara Bertram Little Memorial Scholarship was founded by Eleanor Little Aldrich '05 in memory of her mother. The income is awarded to an entering student from New England on the basis of merit and financial need. (1947)

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The Mary Anna Longstreth Memorial Scholarship was given in memory of Mary Anna Longstreth by alumnae and children of alumnae of the Mary Anna Longstreth School and by a few of her friends. (1912)

The Lorenz-Showers Scholarship Fund was established by Justina Lorenz Showers '07 in honor of her parents, Edmund S. Lorenz and Florence K. Lorenz, and her husband, John Balmer Showers. (1943)

The Alice Low Lowry Memorial Scholarship Fund was established by gifts in memory of Alice Low Lowry '38 by members of her family and friends. The income is to be used for scholarships for undergraduate and graduate students. (1968)

The Lucas Scholarship Fund was established by Diana Daniel Lucas '44 in memory of her parents, Eugene Willett van Court Lucas Jr. and Diana Elmendorf Richards Lucas, her brother, Peter Randell Lucas, and her uncle, John Daniel Lucas. The Fund provides unrestricted scholarship support. (1985)

The Katharine Mali Scholarship Fund was established by a bequest of Katharine Mali '23 for undergraduate scholarships. (1980)

The Helen Taft Manning Scholarship Fund was established by Julia Bolton Fleet '43 through a gift from the Reginald and Julia B. Fleet Foundation in memory of Helen Taft Manning '15. The income from this Fund provides unrestricted undergraduate scholarship support. (1987)

The Lula M. Margetis Scholarship Fund was established by a bequest of Lula M. Margetis, a graduate student at the College in 1939. It is for scholarships for students in the Department of Classical Languages. (1996)

The Dorothy Nepper Marshall Scholarship Fund was established by a bequest from the estate of Dorothy Nepper Marshall, Ph.D. 1944, to provide unrestricted scholarship support. (1986)

The Katherine McClatchy McAnaney Memorial Scholarship Fund was established by a bequest under the will of Francis A. McAnaney, husband of Katherine McClatchy McAnaney '35, for undergraduate scholarship support. (1993)

The Katharine E. McBride Undergraduate Scholarship Fund was established by a gift made by Gwen Davis '54. It has been added to by others in honor of Miss McBride. (1970)

The Gertrude Howard Honor McCormick Scholarship Fund was established by gift of the late Gertrude Howard Honor McCormick. The Scholarship is awarded to a student of excellent standing, preferably for her freshman year. If she maintains excellent work in college, she may continue to receive scholarship aid through her sophomore, junior and senior years. (1950)

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The Margaret Hines McKenzie Scholarship Fund was established by bequest of Margaret Hines McKenzie '30 to provide scholarship support for undergraduate women from the southern states, with preference to the state of North Carolina. (1993)

The Anne Cutting Jones and Edith Melcher Scholarship Fund was established by a bequest of Anne Cutting Jones and Edith Melcher for a student in the Department of French. (1971)

The Midwest Scholarship Endowment Fund was established by alumnae from District VII in order "to enlarge the benefits which can be provided for able students from the Midwest." (1974)

The Beatrice Miller Memorial Scholarship Fund was established by a bequest of Beatrice Miller Ullrich '13. (1969)

The Elinor Dodge Miller Scholarship Fund was established by the Miller and Chevalier Charitable Foundation in memory of Elinor Dodge Miller '02. The Fund provides scholarship support to students of good moral character and honorable conduct whose past scholarship records are meritorious. (1959)

The Karen Lee Mitchell '86 Scholarship Fund was established in memory of Karen Lee Mitchell '86 by her parents. The Fund provides scholarship support for students of English literature with a special interest in women's studies, a field of particular concern to their daughter, Karen. (1992)

The Jesse S. Moore Foundation Fund was established by Caroline Moore '56 for post-college women with financial need who have matriculated at Bryn Mawr through the Katharine E. McBride Scholars Program. (1982)

The Constance Lewis and Martha Rockwell Moorhouse 1904 Memorial Scholarship Fund was established by the Class of 1904 in memory of their classmates, Constance Lewis and Martha Rockwell Moorhouse. (1920)

The Margaret B. Morison Scholarship Fund was established by a bequest of Margaret B. Morison '07. The Fund gives preference to graduates of the Bryn Mawr School in Baltimore, Maryland. (1981)

The Mary McLean and Ellen A. Murter Memorial Fund was founded in memory of her two aunts by bequest of Mary E. Stevens of Germantown, Philadelphia. The income is used for an annual scholarship. (1933)

The Frank L. Neall and Mina W. Neall Scholarship Fund was established by a legacy from the estate of Adelaide W. Neall '06 in memory of her parents. (1957)

The New Hampshire Scholarship Fund was established by the Spaulding-Potter Charitable Trust. A matching fund was raised by contributions from New Hampshire alumnae. Income from the two funds is awarded each year to an undergraduate from New Hampshire. (1964)

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The Alice F. Newkirk Scholarship Fund was founded by bequest of Alice F. Newkirk, graduate student in 1910–12 and 1919–20. (1965)

The Patricia McKnew Nielsen Scholarship Fund was established by Patricia McKnew Nielsen '43. The Fund supports scholarships for undergraduate students, with preference given to psychology majors. (1985)

The Bertha Norris Bowen and Mary Rachel Norris Memorial Scholarship Fund was established by bequest under the will of Mary Rachel Norris '05, B.A. '06, M.S. '11 in memory of Bertha Norris Bowen, who was for many years a teacher in Philadelphia. (1971)

The Mary Frances Nunns Scholarship Fund was established by a bequest under the will of Mary Frances Nunns. (1960)

The Pacific Northwest Scholarship Fund was established by a gift from Natalie Bell Brown '43. Preference is given to students from the Pacific Northwest. (1976)

The Jane M. Oppenheimer Scholarship Fund was established by a bequest of James H. Oppenheimer in honor of his daughter, Jane M. Oppenheimer '32, William R. Kenan Jr. Professor Emeritus of Biology and History of Science. The Fund is to provide scholarships for students in the Department of Biology, with preference to be given to Jewish students. (1997)

The Marie Hambalek Palm '70 Memorial Scholarship Fund was established by the gifts of Gregory Palm and the family and friends of Marie Hambalek Palm '70, in her memory, to provide financial aid for undergraduates. (1998)

The Florence Morse Palmer Scholarship was founded in memory of Florence Morse Palmer by her daughter, Jean T. Palmer '24. (1954)

The Margaret Tyler Paul Scholarship was established by the 40th reunion gift from the Class of 1922. (1963)

The Fanny R. S. Peabody Scholarship Fund was established by bequest of Fanny R. S. Peabody. The income from the Peabody Fund is awarded to students from the western states. (1942)

The Delia Avery Perkins Scholarship was established by bequest from Delia Avery Perkins '00. Mrs. Perkins was chairman of the New Jersey Scholarship Committee for a number of years. The income from this fund is to be awarded to freshman students from Northern New Jersey. (1965)

The Ruth Peters '28 Endowed Scholarship was established by a bequest of Mary Peters Fieser '30, in memory of her sister, Ruth Peters '28. The Fund is to be used for undergraduate scholarships. (1997)

The Mary DeWitt Pettit Scholarship Fund was established by a gift from the Class of 1928 to honor their classmate and is used for student scholarship aid. (1978)

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The Ethel C. Pfaff Scholarship Fund was established by a bequest from Ethel C. Pfaff '04. The income from this Fund is to be awarded to entering freshmen. (1967)

The Vinton Liddell Pickens '22 Scholarship Fund was established by Cornelia Pickens Suhler '47 in memory of her mother. The Fund provides support to undergraduates, with preference to students majoring in Fine Arts or the Growth and Structure of Cities, or concentrating in Environmental Studies. (1995)

The Mary H. Plaut '42 and Alice S. Plaut '08 Scholarship Fund was established by a bequest of N. Michael Plaut in honor of his wife, Mary B. Hollis Plaut '42, and his mother, Alice S. Plaut '08. The Fund provides scholarships for undergraduates from New Hampshire, with preference to students from public schools in Cheshire County, New Hampshire. (1997)

The Louise Hyman Pollak Scholarship was founded by the Board of Trustees from a bequest by Louise Hyman Pollak '08. The income from this fund, which has been supplemented by gifts from the late Julian A. Pollak and his son, David Pollak, is awarded annually to an entering student from one of the central states, east of the Mississippi River. Preference is given to residents of Cincinnati. (1932)

The Porter Scholarship Fund was established by Carol Porter Carter '60 and her mother, Mrs. Paul W. Porter. The Fund supports a returning student by providing funds for books or living expenses. (1985)

The Anna M. Powers Memorial Scholarship was founded in memory of Anna M. Powers by a gift from her daughter, Mrs. J. Campbell Harris. It is awarded annually to a senior. (1902)

The Anna and Ethel Powers Memorial Scholarship was established by a gift in memory of Anna Powers, Class of 1890, by her sister, Mrs. Charles Merrill Hough. The fund has been re-established in memory of both Anna Powers and her sister, Mrs. Hough (Ethel Powers), by Nancy Hough Smith '25. (1919)

The Thomas H. Powers Memorial Scholarship was founded in memory of Thomas H. Powers by bequest under the will of his daughter, Mrs. J. Campbell Harris. It is awarded annually to a senior. (1902)

The Patricia A. Quinn Scholarship Fund was established by Joseph J. Connolly in honor of his wife, Patricia Quinn Connolly '91. The Fund provides financial aid to an undergraduate student who has graduated from a high school of the Catholic Archdiocese of Philadelphia. The Quinn Scholarship can also be awarded to a student with financial need in the Katharine E. McBride Scholars Program, or to another non-traditional age student at the College, if in a given year no students meet the above criteria. (1991)

The Caroline Remak Ramsay Scholarship Fund was established with a gift from Caroline Remak Ramsay '25 to provide scholarship support for undergraduate students in the social sciences. (1992)

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The James E. Rhoads Memorial Scholarships were founded in memory of the first president of the College, Dr. James E. Rhoads, by the Alumnae Association of Bryn Mawr College. The income is awarded annually to two students. The James E. Rhoads Memorial Junior Scholarship is awarded to a student who has attended Bryn Mawr for at least three semesters, has done excellent work and expresses her intention of fulfilling the requirements for the degree of Bachelor of Arts at the College. The James E. Rhoads Memorial Sophomore Scholarship is awarded to a student who has attended Bryn Mawr College for at least one semester and who also meets the above conditions. (1898)

The Amelia Richards Scholarship was founded in memory of Amelia Richards '18 by bequest of her mother, Mrs. Lucy P. Wilson. It is awarded annually by the trustees on the nomination of the president. (1921)

The Maximilian and Reba E. Richter Scholarship Fund was established by bequest of Max Richter, father of Helen Richter Elser '13. The income from this Fund is to be used to provide assistance for one or more students in obtaining either an academic or professional degree. The Fund shall be administered on a non-sectarian basis to such applicants as are deemed worthy by habits of character and scholarship. No promises of repayment shall be exacted, but it is hoped that students so benefited will desire, when possible, to contribute to the Fund in order that similar aid may be extended to others. Such students shall be selected from among the graduates of public high schools or public colleges in New York city. (1961)

The Alice Mitchell Rivlin Scholarship Fund was established through a gift from an anonymous donor in honor of Alice Mitchell Rivlin '52. The income from the Fund supports undergraduate scholarships. (1996)

The Nancy Perry Robinson Memorial Scholarship Fund was established by a gift from Mrs. Huston B. Almond of Philadelphia in memory of her godchild, Nancy Perry Robinson '45. The income of the Fund is to be awarded annually to an undergraduate student, with preference being given to a student majoring in French. (1973)

The Marie L. Rose Huguenot Scholarship makes \$1,000 a year available to students of Huguenot ancestry nominated by the College for award by The Huguenot Society of America. Special application forms are available from the College's Office of Financial Aid.

The Margaret LaFoy Rossiter and Mabel Gibson LaFoy Fund was established by Margaret LaFoy Rossiter, M.A. '38, Ph.D. '41 and her husband. The Fund provides scholarship support, with preference to women in the Graduate School of Arts and Sciences, and may be used to support able junior or senior undergraduates. (1994)

The Edith Rondinella Rudolphy Memorial Scholarship Fund was established by a bequest of Elisabeth L. Rondinella in memory of her daughter Edith Rondinella Rudolphy '19. The income from the Fund is to be used for the lodging, board and tuition of deserving students. (1992)

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The Ruth L. Sampter Fund was established by the bequest of Ruth L. Sampter to support deserving students in the Department of English, especially those with an interest in poetry. (1989)

The Serena Hand Savage Memorial Scholarship was established in memory of Serena Hand Savage '22 by her friends. It is awarded to a member of the junior class who shows great distinction of scholarship and character. This scholarship may be renewed in the senior year. (1951)

The J. Henry Scattergood Scholarship Fund was established by a gift from the Friends' Freedmen's Association to be used for undergraduate scholarships for African-American students. (1975)

The Constance Schaar Scholarship Fund was established by the parents and friends of Constance Schaar '63. The Class of 1963 added their first reunion gift to this Fund. (1964)

The Scholarship Endowment Fund was established by a gift from Constance E. Flint to support undergraduate scholarships. (1970)

The Zella Boynton Selden Scholarship Fund was established in memory of Zella B. Selden '20 in recognition of her many years of devoted work with the New York and Southern Connecticut Regional Scholarship Committee. (1976)

The Judith Harris Selig Scholarship Fund was established in memory of Judith Harris Selig '57 by members of her family, classmates and friends. In 1970 the Fund was increased by a further gift from her parents, Dr. and Mrs. Herman S. Harris. (1968)

The Mary Williams Sherman Memorial Scholarship Fund was established by bequest of Bertha Williams of Princeton, New Jersey. (1942)

The Frances Marion Simpson Scholarships, carrying up to full tuition and tenable for four years, were founded in memory of Frances Simpson Pfahler '06 by Justice Alexander Simpson Jr. One scholarship is awarded each year to a member of the entering freshman class. In awarding these scholarships preference is given first to residents of Philadelphia and Montgomery Counties, who have been prepared in the public schools of these counties; thereafter, under the same conditions, to residents to other counties of Pennsylvania and, in special cases, to candidates from other localities. Holders of these scholarships are expected to repay the sums advanced to them. (1912)

The Lillian Seidler Slaff Scholarship Fund was established in memory of Lillian Seidler Slaff '40 to provide an award to a member of the junior class for outstanding work in the social sciences. (1980)

The Gertrude Slaughter Scholarship Fund was established by bequest of Gertrude Taylor Slaughter, Class of 1893. The income on this Fund is to be awarded preferably to students of Greek or Latin. (1964)

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The Anna Margaret Sloan and Mary Sloan Scholarships were founded by bequest of Mary Sloan of Pittsburgh. The income is awarded annually to students majoring in philosophy or psychology. (1942)

The Smalley Foundation Scholarship is made possible by a grant from The Smalley Foundation, awarded in honor of Elisa Dearhouse Doyle '85 to provide an annual scholarship for an undergraduate. (1995)

The W. W. Smith Scholar Grants are made possible by the W. W. Smith Charitable Trust. The scholarships are awarded to needy, full-time undergraduate students in good academic standing, and may be awarded to the same student for two or more years. (1978)

The Cordelia Clark Sowden Scholarship Fund was established by a bequest from Helen C. Sowden. (1957)

The C. V. Starr Scholarship Fund was established by a grant from the Starr Foundation to provide scholarship support with preference to undergraduate students. (1988)

The Marian Frances Statler Fund was established by bequest of Ellsworth Morgan Statler in honor of his sister Marian Frances Statler '02. The income from this Fund supports undergraduate scholarships. (1988)

The Amy Sussman Steinhart Scholarship, carrying full tuition, was founded in memory of Amy Sussman Steinhart '02 by her family and friends. The income is awarded annually to an entering student from one of the states on the west coast. (1932)

The Mary E. Stevens Scholarship Fund was given in memory of Mary E. Stevens by former pupils of the Stevens School in Germantown. The scholarship is awarded annually to a junior. (1897)

The Anna Lord Strauss Scholarship and Fellowship Fund was established by a gift from Anna Lord Strauss to support graduate and undergraduate students who are interested in fields leading to public service or which involve education in the process of government. (1976)

The Summerfield Foundation Scholarship was established by a gift from the Solon E. Summerfield Foundation. The income from this fund is to be used to assist able students who need financial help to continue their studies. (1958)

The Mary Hamilton Swindler Scholarship for the study of archaeology was established in honor of Mary Hamilton Swindler, Professor of Classical Archaeology from 1931 to 1949, by a group of friends and former students. (1950)

The Elizabeth P. Taylor Scholarship Fund was established by a bequest from Elizabeth P. Taylor '21. (1960)

The Marion B. Tinaglia Scholarship Fund was established by a gift from John J. Tinaglia in memory of his wife, Edith Marion Brunt Tinaglia '45. (1983)

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The Ethel Vick Wallace Townsend Memorial Fund was established by Elbert S. Townsend in memory of his wife, Ethel Vick Wallace Townsend '08. The income from this Fund, held by the Buffalo Foundation, is to be used for undergraduate scholarships. (1967)

The Kate Wendell Townsend Memorial Scholarship was established by a bequest from Katharine W. Sisson '20 in memory of her mother. The income is to be awarded annually to an undergraduate, preferably from New England, who has made a definite contribution to the life of the College in some way besides scholastic attainment. (1978)

The Hope Wearn Troxell Memorial Scholarship was established by the Bryn Mawr Club of Southern California in memory of Hope Wearn Troxell '46. The income from this Fund is to be used for undergraduate scholarships with preference to be given to students from Southern California. (1998)

The Ruth Peckham Tubby Scholarship Fund was established by Ruth Peckham Tubby '24 and her mother, Mary P. Tubby, for undergraduate scholarships. This Fund gives preference to the daughters of members of the Armed Forces of the United States of America, whether active or retired. (1997)

The Florence Green Turner Scholarship Fund was established by Florence Green Turner '26 for scholarship support for needy students. (1991)

The Anne Hawks Vaux Scholarship Fund was founded in her memory by her husband, George Vaux, and added to by some of her friends. The income is to be awarded annually to a student in need of financial aid. (1979)

The Elizabeth Gray Vining Scholarship Fund was established by gifts from over 100 alumnae and friends of the College in Japan in honor of Elizabeth Vining '23, former tutor to the Crown Prince. The purpose of this Fund is to support Bryn Mawr alumnae, graduate students or faculty members who desire to do academic research in Japan or to have direct contact with Japanese culture. (1973)

The Mildred and Carl Otto von Kienbusch Fund was established by bequest of C. Otto von Kienbusch. (1976)

The Mildred Clarke Pressinger von Kienbusch Fund was established by C. Otto von Kienbusch in memory of his wife, Mildred Clarke Pressinger von Kienbusch, Class of 1909. (1968)

The Mary E. G. Waddell Scholarship Fund was established by a bequest from the estate of Mary E. G. Waddell. The income from this Fund is to be used for scholarships for undergraduates and graduate students interested in the study of mathematics who are daughters of American citizens of Canadian descent. (1972)

The Julia Ward Scholarship Fund was established by a gift for a scholarship in memory of Julia Ward '23 by one of her friends and by additional gifts from others. The income is to be used for undergraduate scholarships. (1963)

The Eliza Jane Watson Scholarship Fund was established by gifts from the John Jay and Eliza Jane Watson Foundation. The income from this Fund is to be used to assist one or more students to meet the cost of tuition. (1964)

The Elizabeth Wilson White Memorial Scholarship was founded in memory of Elizabeth Wilson White by a gift from Thomas Raeburn White. It is awarded annually by the president. (1923)

The Susan Opstad White '58 Scholarship Fund was established by Mrs. Raymond Opstad in honor of her daughter, Susan Opstad White '58. The Scholarship is awarded annually to a deserving student in need of financial help. (1987)

The Thomas Raeburn White Scholarships were established by Amos and Dorothy Peaslee in honor of Thomas Raeburn White, trustee of the College from 1907 until his death in 1959, counsel to the College throughout these years, and president of the trustees from 1956 to 1959. The income from the fund is to be used for prizes to undergraduate students who plan to study foreign languages abroad during the summer under the auspices of an approved program. (1964)

The Ruth Whittredge '25 Scholarship Fund was established by Ruth Whittredge '25 to provide financial aid to students, with preference given to graduate students. (1986)

The Anita McCarter Wilbur Scholarship Fund was established by a bequest of Anita McCarter Wilbur '43, A.B. '83 for scholarship support. (1996)

The Mary R. G. Williams Scholarship Fund was established by a bequest of Mary R. G. Williams. The income is used for emergency grants to women who are paying their way through college. (1958)

The Mary Peabody Williamson Scholarship was founded by bequest of Mary Peabody Williamson '03. (1939)

The Rebecca Winsor Evans and Ellen Winsor Memorial Scholarship Funds were established by a bequest of Rebecca Winsor Evans and Ellen Winsor for resident African-American students. (1959)

The Marion H. Curtin Winsor Memorial Scholarship was established by a bequest of Mary Winsor in memory of her mother. The income on this fund is to be awarded to a resident African-American student. (1959)

The Mary Winsor Scholarship in Archaeology was established by a bequest under the will of Mary Winsor. (1959)

The Allegra Woodworth '25 Scholarship Fund was established by Mary Katharine Woodworth '24 in memory of her sister. A bequest from Mary Woodworth increased the size of the Fund and expanded its purpose in 1989. The Scholarship is to be awarded annually to

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a student with a compelling interest in history and world affairs, history of art, or English literature. (1990)

The Mary K. Woodworth '24 and Allegra Woodworth '25 Scholarship Fund was established by a bequest of Mary Katharine Woodworth '24. The scholarship is awarded annually to a student with a compelling interest in history and world affairs, history of art, or English literature. (1989)

The Gertrude Miller Wright Scholarships were established under the will of Dorothy M. Wright '31 for needy students of Bryn Mawr College. (1972)

The Lila M. Wright Memorial Scholarship was founded in her memory by gifts from the alumnae of Miss Wright's School of Bryn Mawr. (1934)

The Margaret W. Wright and S. Eric Wright Scholarship Fund was established by a bequest from the estate of Margaret White Wright '43. The Fund provides financial aid to needy students of Quaker lineage. (1985)

The Georgie W. Yeatman Scholarship was founded by bequest under the will of Georgie W. Yeatman of Philadelphia. (1941)

SCHOLARSHIPS FOR INTERNATIONAL STUDENTS

The Frances Porcher Bowles Memorial Scholarship Fund was established by donations from various contributors in memory of Frances Porcher Bowles '36. The income is used for scholarship aid to foreign students. (1985)

The Bryn Mawr/Africa Exchange Fund is an anonymous donation given to support scholarship aid to African students in the undergraduate College or graduate school of Bryn Mawr, for study and research in Africa by Bryn Mawr faculty and students, for lectures or lectureships at Bryn Mawr by visiting African scholars, statesmen, and artists, and for library and teaching materials for African studies at Bryn Mawr. (1973)

The Bryn Mawr Canadian Scholarship is raised and awarded each year by Bryn Mawr alumnae living in Canada. The Scholarship, varying in amount, is awarded to a Canadian student entering either the undergraduate College or graduate school. (1965)

The Chinese Scholarship comes, in part, from the annual income of a fund established by a group of alumnae and friends of the College in order to meet all or part of the expenses of a Chinese student during her four undergraduate years at Bryn Mawr College. (1978)

The Lois Sherman Chope Scholarship Fund was established by Lois Sherman Chope '49 with a gift made through the Chope Foundation. The purpose of the Fund is to provide undergraduate scholarship support for international students. (1992)

The Elizabeth Dodge Clarke Scholarship Fund was established by the Cleveland H. Dodge Foundation for support of international students. (1984)

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The Barbara Cooley McNamee Dudley Scholarship Fund was established by a gift from Robin Krivanek, sister of Barbara Cooley McNamee Dudley '42, for financial aid to undergraduate and graduate students from foreign countries. (1983)

The Marguerite N. Farley Scholarships for foreign students were established by bequest of Marguerite N. Farley. The income from the fund is used for scholarships for foreign graduate and undergraduate students covering part or all of their expenses for tuition and residence. (1956)

The Susan Grimes Walker Fitzgerald Fund was established by a gift from Susan Fitzgerald '29 in honor of her mother, Susan Grimes Walker Fitzgerald, Class of 1893. It is to be used for foreign graduate and undergraduate students studying at Bryn Mawr or for Bryn Mawr students doing research abroad in the summer or during the academic year. (1975)

The Margaret Y. Kent Scholarship Fund was established by bequest of Margaret Y. Kent '08. It is to be used to provide scholarship assistance to foreign students. (1976)

The Lora Tong Lee Memorial Scholarship is awarded annually by the Lee Foundation, Singapore, to a Chinese student for tuition, room and board, in memory of Lora Tong Lee, M.A. '44. (1975)

The Middle East Scholarship Fund was established by a gift from Eliza Cope Harrison '58. The purpose of the Fund is to enable the College "to make scholarship awards to able students from a number of Middle Eastern Countries." (1975)

The Mrs. Wistar Morris Japanese Scholarship was established when the Japanese Scholarship Committee of Philadelphia, founded in 1893, turned over its assets to Bryn Mawr College. The income from this fund is to be used for scholarships for Japanese women. (1978)

The Special Trustee's Scholarship is awarded every four years to a foreign student. It carries free tuition and is tenable for four years. The Scholarship for students from foreign countries was first offered by the trustees in 1940.

The Harris and Clare Wofford International Fund is an endowed fund, the income only to be used to support the College's international activities, with emphasis on providing scholarships for international students at Bryn Mawr. (1978)

PRIZES AND ACADEMIC AWARDS

The following awards, fellowships, scholarships and prizes are awarded by the faculty and are given solely on the basis of academic distinction and achievement.

The Academy of American Poets Prize of \$100, awarded in memory of Marie Bullock, the Academy's founder and president, is given each year to the student who submits to the Department of English the best poem or group of poems. The award was first made in 1957.

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The Seymour Adelman Book Collector's Award is given each year to a student for a prize-winning collection on any subject, single author or group of authors, and may include manuscripts and graphics. (1980)

The Seymour Adelman Poetry Award was established by Daniel and Joanna Semel Rose, Class of 1952, to provide an award in honor of Seymour Adelman. The award is designed to stimulate further interest in poetry at Bryn Mawr. Any member of the Bryn Mawr community — undergraduate or graduate student, staff or faculty member — is eligible for consideration. The grant may be awarded to fund research in the history or analysis of a poet or poem, to encourage the study of poetry in interdisciplinary contexts, to support the writing of poetry or to recognize a particularly important piece of poetic writing. (1985)

The Horace Alwyne Prize was established by the Friends of Music of Bryn Mawr College in honor of Horace Alwyne, Professor Emeritus of Music. The award is presented annually to the student who has contributed the most to the musical life of the College. (1970)

The Bain-Swiggett Poetry Prize was established by a gift of Mr. and Mrs. Glen Levin Swiggett. This Prize is to be awarded by a committee of the faculty on the basis of the work submitted. (1958)

The Berle Memorial Prize Fund in German Literature was established by Lillian Berle Dare in memory of her parents, Adam and Katharina Berle. The income from the Fund is awarded annually to an undergraduate for excellence in German literature. Preference is given to a senior who is majoring in German and who does not come from a German background. (1975)

The Bolton Prize was established by the Bolton Foundation as an award for students majoring in the Growth and Structure of Cities. (1985)

The Bryn Mawr European Fellowship has been awarded each year since the first class graduated in 1889. It is given for merit to a member of the graduating class, to be applied toward the expenses of one year's study at a foreign university.

The Commonwealth Africa Scholarship was established by a grant from the Thorncroft Fund Inc. at the request of Helen and Geoffrey de Freitas. The income from this fund is used to send, for at least six months, a graduate to a university or college in Commonwealth Africa or a former British colony in Africa, to teach or to study, with a view to contributing to mutual understanding and the furtherance of scholarship. In 1994, the description of the Scholarship was changed to include support for current undergraduates. (1965)

The Robert L. Conner Undergraduate Fellowship Fund was established to provide an undergraduate biology fellowship for summer independent research in memory of Professor of Biology Robert L. Conner. (1991)

The Hester Ann Corner Prize for distinction in literature was established in memory of Hester Ann Corner, Class of 1942, by gifts from her family, classmates and friends. The award is made biannually to a junior or senior on the recommendation of a committee

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composed of the chairs of the Departments of English and of Classical and Modern Foreign Languages. (1950)

The Katherine Fullerton Gerould Memorial Prize was founded by a gift from a group of alumnae, many of whom were students of Mrs. Gerould when she taught at Bryn Mawr from 1901 to 1910. The fund was increased by a bequest of one of her former students. It is awarded by a special committee to a student who shows evidence of creative ability in the fields of informal essay, short story and longer narrative or verse. (1946)

The Elizabeth Duane Gillespie Fund for Scholarships in American History was founded by a gift from the National Society of Colonial Dames of America in the Commonwealth of Pennsylvania in memory of Elizabeth Duane Gillespie. Two prizes are awarded annually on nomination by the Department of History, one to a member of the sophomore or junior class for work of distinction in American history, a second to a student doing advanced work in American history for an essay written in connection with that work. The income from this Fund has been supplemented since 1955 by annual gifts from the Society. (1903)

The Maria L. Eastman Brooke Hall Memorial Scholarship was founded in memory of Maria L. Eastman, principal of Brooke Hall School for Girls, Media, Pennsylvania, by gifts from the alumnae and former pupils of the school. It is awarded annually to the member of the junior class with the highest general average and is held during the senior year. Transfer students who enter Bryn Mawr as members of the junior class are not eligible for this award. (1901)

The Charles S. Hinchman Memorial Scholarship was founded in the memory of the late Charles S. Hinchman of Philadelphia by a gift made by his family. It is awarded annually to a member of the junior class for work of special excellence in her major subjects and is held during the senior year. (1921)

The Sarah Stifler Jesup Fund was established in memory of Sarah Stifler Jesup, Class of 1956, by gifts from New York alumnae, as well as family and friends. The income is to be awarded annually to one or more undergraduate students to further a special interest, project or career goal during term time or vacation. (1978)

The Pauline Jones Prize was established by friends, students and colleagues of Pauline Jones, Class of 1935. The Prize is awarded to the student writing the best essay in French, preferably on poetry. (1985)

The Anna Lerah Keys Memorial Prize was established by friends and relatives in memory of Anna Lerah Keys, Class of 1979. The Prize is awarded to an undergraduate majoring in classical and Near Eastern archaeology. (1984)

The Sheelah Kilroy Memorial Scholarships in English were founded in memory of their daughter Sheelah by Dr. and Mrs. Phillip Kilroy. These prizes are awarded annually on the recommendation of the Department of English to a student for excellence of work in second-year or advanced courses in English. (1919)

Scholarships and Prizes

The Helen Taft Manning Essay Prize in History was established in honor of Helen Taft Manning, in the year of her retirement, by her class (1915). The income is to be awarded as the Department of History may determine. (1957)

The McPherson Fund for Excellence was established through the generous response of alumnae/i, friends, and faculty and staff members of the College to an appeal issued in the fall of 1996. The Fund honors the achievements of President Emeritus Mary Patterson McPherson by providing support for fellowships for outstanding faculty members, staff members, and graduate and undergraduate students. (1997)

The Nadia Anne Mirel Memorial Fund was established by the family and friends of Nadia Anne Mirel '85. The Fund supports the research or travel of students undertaking imaginative projects in the following areas: children's educational television; children's educational film and video; and photography. (1986)

The Martha Barber Montgomery Fund was established by Martha Barber Montgomery '49, her family and friends to enable students majoring in the humanities, with preference to those studying philosophy and/or history, to undertake special projects. The Fund may be used, for example, to support student research and travel needs, or an internship in a non-profit or research setting. (1993)

The Elisabeth Packard Art and Archaeology Internship Fund was established by Elisabeth Packard '29 to provide stipend and travel support to enable students majoring in History of Art or Classical and Near Eastern Archaeology to hold museum internships, conduct research or participate in archaeological digs. (1993)

The Alexandra Peschka Prize was established in memory of Alexandra Peschka '64 by gifts from her family and friends. The Prize of \$100 is awarded annually to a member of the freshman or sophomore class and writer of the best piece of imaginative writing in prose. The award is made by a committee of the Department of English, which consults the terms stated in the deed of gift. (1969)

The Jeanne Quistgaard Memorial Prize was given by the Class of 1938 in memory of their classmate, Jeanne Quistgaard. The income from this fund may be awarded annually to a student in economics. (1938)

The Laura Estabrook Romine '39 Fellowship in Economics was established by a gift from David E. Romine, to fulfill the wish of his late brother, John Ransel Romine III, to establish a fund in honor of their mother, Laura Estabrook Romine '39. The fund is to be awarded annually to a graduating senior or alumna, regardless of undergraduate major, who is enrolling in a graduate program in economics the following fall. It is to be awarded to a student interested in pursuing a doctorate in economics and is to be used for expenses during the first year of graduate school. (1996)

The Barbara Rubin Award Fund was established by the Amicus Foundation in memory of Barbara Rubin '47. The Fund provides summer support for students undertaking internships in non-profit or research settings appropriate to their career goals, or study abroad. (1989)

Bryn Mawr College

The Gail Ann Schweiter Prize Fund was established in memory of Gail Ann Schweiter '79 by her family. The Prize is to be awarded to a science or mathematics major in her junior or senior year who has shown excellence both in her major field and in musical performance. To be considered for the Prize, a student must have participated in at least one public performance of classical music while at Bryn Mawr. (1993)

The Charlotte Angas Scott Prize in Mathematics is awarded annually to an undergraduate on the recommendation of the Department of Mathematics. It was established by an anonymous gift in memory of Charlotte Angas Scott, professor of mathematics and a member of the faculty of Bryn Mawr College from 1885 to 1924. (1960)

The Elizabeth S. Shippen Scholarships were founded by two bequests under the will of Elizabeth S. Shippen of Philadelphia. Three prizes are awarded annually, one to the member of the senior class who receives the Bryn Mawr European Fellowship and two to members of the junior class, as follows: 1. The Shippen Scholarship in Science to a student whose major subject is biology, chemistry, geology or physics; 2. The Shippen Scholarship in Foreign Languages to a student whose major subject is French, German, Greek, Italian, Latin, Russian or Spanish. To be eligible for either of these two scholarships a student must have completed at least one semester of the second-year course in her major subject. Neither may be held by the winner of the Charles S. Hinchman Memorial Scholarship. Work in elementary courses will not be considered in awarding the scholarship in foreign languages; 3. The Shippen Scholarship for Foreign Study. See the Bryn Mawr European Fellowship above. (1915)

The Gertrude Slaughter Fellowship was established by a bequest of Gertrude Taylor Slaughter, Class of 1893. The fellowship is to be awarded to a member of the graduating class for excellence in scholarship to be used for a year's study in the United States or abroad. (1964)

The W. W. Smith Scholarship Prize is made possible by a grant from the W. W. Smith Charitable Trust for financial aid support for past W. W. Smith Scholarship recipients who have shown academic excellence and are beginning their senior year. (1986)

The Ariadne Solter Fund was established in memory of Ariadne Solter '91 by gifts from family and friends to provide an annual award to a Bryn Mawr or Haverford undergraduate working on a project concerning development in a third world country or the United States. (1989)

The Katherine Stains Prize Fund in Classical Literature was established by Katherine Stains in memory of her parents, Arthur and Katheryn Stains, and in honor of two excellent 20th-century scholars of classical literature, Richmond Lattimore and Moses Hadas. The income from the Fund is to be awarded annually as a prize to an undergraduate student for excellence in Greek literature, either in the original or in translation. (1969)

The M. Carey Thomas Essay Prize is awarded annually to a member of the senior class for distinction in writing. The award is made by the Department of English for either creative or critical writing. It was established in memory of Miss Thomas by her niece, Millicent Carey McIntosh '20. (1943)

Scholarships and Prizes

The Emma Osborn Thompson Prize in Geology was established by a bequest of Emma Osborn Thompson '04. From the income of the bequest, a prize is to be awarded from time to time to a student in geology. (1963)

The Laura van Straaten Fund was established by Thomas van Straaten and his daughter, Laura van Straaten '90, in honor of Laura's graduation. The fund supports a summer internship for a student working to advance the causes of civil rights, women's rights or reproductive rights. (1990)

The Carlos Nathaniel Vicens and María Teresa Joglar de Vicens Fund was established by Aurora Vicens '85 and María Teresa Vicens '84 in memory of their parents. The Fund provides undergraduates with summer research support in the sciences. (1995)

The Anne Kirschbaum Winkelman Prize, established by the children of Anne Kirschbaum Winkelman '48, is awarded annually to the student judged to have submitted the most outstanding short story. (1987)

The Esther Walker Award was founded by a bequest from William John Walker in memory of his sister, Esther Walker '10. It may be given annually to a member of the senior class who, in the judgment of the faculty, has displayed the greatest proficiency in the study of living conditions of northern African Americans. (1940)

The Anna Pell Wheeler Prize in Mathematics is awarded annually to an undergraduate on the recommendation of the Department of Mathematics. It was established by an anonymous gift in honor of Anna Pell Wheeler, professor emeritus of mathematics and a member of the faculty of Bryn Mawr College from 1918 until her death in 1966. (1960)

SCHOLARSHIPS FOR MEDICAL STUDY

The following scholarships may be awarded to seniors intending to study medicine, after their acceptance by a medical school, or to graduates of Bryn Mawr intending or continuing to pursue a medical education. Applications for the scholarship should be made to the premedical adviser before March 15 preceding the academic year in which the scholarship is to be held. Applications for renewal of scholarships must be accompanied by letters of recommendation from instructors in the medical school.

The Linda B. Lange Fund was founded by bequest of \$30,000 under the will of Linda B. Lange '03. The income from this fund provides the Anna Howard Shaw Scholarship in Medicine and Public Health, awarded on recommendation of the president and faculty to a member of the graduating class or a graduate of the College for the pursuit, during an uninterrupted succession of years, of studies leading to the degrees of M.D. and Doctor of Public Health. The award may be continued until the degrees are obtained. (1948)

The Hannah E. Longshore Memorial Medical Scholarship was founded by Mrs. Rudolf Blankenburg in memory of her mother by a gift of \$10,000. The Scholarship is awarded by a committee of the faculty to a student who has been accepted by a medical school. It may be renewed for each year of medical study. (1921)

The Jane V. Myers Medical Scholarship Fund of \$10,000 was established by Mrs. Rudolf Blankenburg in memory of her aunt. The Scholarship is awarded by a committee of the faculty to a student who has been accepted by a medical school. It may be renewed for each year of medical study. (1921)

The Harriet Judd Sartain Memorial Scholarship Fund was founded by bequest of \$21,033 under the will of Paul J. Sartain. The income from the Fund is to establish a scholarship which is awarded to a member of the graduating class who, in the judgment of the faculty, needs and is deserving of assistance for the study of medicine. The Scholarship may be continued for the duration of her medical course. (1948)

LOAN FUNDS

Bryn Mawr College administers two kinds of loan programs. The first consists of three funds established through the generosity of alumnae and friends of the College. Applications for loans must be accompanied by the Free Application for Federal Student Aid (FAFSA).

The Students' Loan Fund of the Alumnae Association of Bryn Mawr College was founded by the Class of 1890 to provide emergency funds for undergraduate and graduate students. No more than \$1,000 may be borrowed by a student in any one year; the total for four years must not exceed \$3,000. Students who wish loans may obtain the application from the Alumnae Association. All students are eligible for loans from this fund, whether or not they are already receiving financial aid from the College. However, the application must be approved by the director of financial aid, a dean or faculty adviser, and the executive director of the Alumnae Association. A letter of recommendation from the dean or the faculty adviser should be submitted with the application. Money is not usually lent to freshmen or to students in their first semester of graduate work.

While the student is in college, no interest is charged, and she may reduce the principal of the loan if she so desires. After the student leaves Bryn Mawr, the interest rate is pegged to the prime rate. The entire principal must be repaid within five years of the time the student leaves the College at the rate of 20 percent each year. Principal payments can be deferred if the student enrolls in graduate or professional school, although interest payments must be made.

The Gerard and Mary Hill Swope Loan Fund was established in 1945 under the following conditions:

- a. Loans are awarded by the Scholarship Committee of the Undergraduate College.
- b. Repayment of the principal and interest (eight percent rate) begins one year after the student graduates (or withdraws) from the College.

The Clareth Fund was established in 1971 by a bequest to the College from the estate of Ethel S. Weil. The income is only to be used for students "specializing in economics or business."

Federal Loan Funds (Detailed information is available in the Financial Aid Office.)

Loan Funds

The Perkins Loan Program is a loan administered by the College from allocated federal funds. Eligibility for a Perkins Loan is determined through a federal needs test. The five-percent interest rate and repayment of the loan begin six months after the student has completed her education.

Students who, upon graduation, teach on a full-time basis in public or private non-profit elementary or secondary schools in an economically depressed area as established by the Secretary of Education, or who work with handicapped children, are allowed cancellation of their debts at the rate of 15 percent per year for the first and second years, 20 percent per year for the third and fourth years, and 30 percent for the fifth year, or total cancellation over five years.

The Federal Stafford Student Loan Program is a government loan program which was instituted to enable students to meet educational expenses. Application is made through students' home banks. An undergraduate student may borrow up to \$5,500 per year depending upon her year in college and her financial eligibility. Repayment begins six months after the student is no longer enrolled at least half-time at an accredited institution. The interest rate is variable but will not exceed 8.25 percent. The government will pay this interest until the repayment period begins, if the student meets financial eligibility requirements.

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Juliet J. Goodfriend '63, Penn Valley, Pennsylvania

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Cheryl R. Holland '80, Columbia, South Carolina

Julia Kagan '70, New York, New York

Nora M. Lavori '71, New York, New York

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Ann D. Foley '71, Wethersfield, Connecticut

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Fairfield County Lyla (Musser) Steenberg '70, Easton, Connecticut
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Princeton Yasmine Sanderson '86, Highland Park, New Jersey

Westchester Melinda Bass '61, Scarsdale, New York
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Cincinnati Irene Segal Ayers '82, Loveland, Ohio
Elizabeth MacDonald '86, Cincinnati, Ohio

Cleveland Ann Kowal Smith '81, Cleveland Heights, Ohio

Bryn Mawr College

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Detroit	TBA
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Western Pennsylvania	Suzanne Myers Broughton '58, Pittsburgh, Pennsylvania
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Hong Kong Betty Wei Liu '53, Pokfulam

Israel Rebecca Steinberg Elder '69, Jerusalem

Japan Yoshiko Someya Ph.D. '80, Chiba

Kenya Wairimu L. Ndirangu MSS '85, Ph.D. '93, Nairobi

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